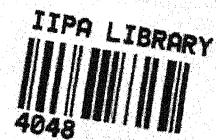


INDIAN INSTITUTE OF PUBLIC ADMINISTRATION

(67)

TRAINING FOR SOCIAL
WELFARE WORK :
COURSES AND INSTITUTIONS

BY
V. JAGANNADHAM
&
S. P. NANDWANI



INDRAVRASTHA ESTATE
RING ROAD
NEW DELHI-1

August 1960

Price : Rs. 1.50

CONTENTS

	Preface	
	Introduction	1
I.	Post Graduate Courses	2
1.	The Need for Trained Personnel	2
2.	History and Growth	4
3.	Finances of the Institutions	8
4.	The Auspices of the Institutions	9
5.	Duration of Courses	10
6.	Qualifications	11
7.	Scholarships and Freeships	14
8.	Programme of Education	14
9.	Research	22
10.	The Teaching Staff	23
11.	Employment of students	25
12.	Central Coordinating Agency	29
13.	Diploma in Social Services of the Madras University	29
14.	Short-term Courses and In-service Training	31
II.	Under Graduate Level Training	34
1.	Introduction	34
2.	Universities and Colleges	34
3.	The Rural Institutes	36
4.	Training for Mukhya Sevikas	40
5.	Training Courses in Vocational Guidance	42

III.	Training Programmes at Higher Secondary Level	..	45		
1.	Introduction	..	..	..	45
2.	Training for Gram Sevikas	..	..	..	46
3.	Training for Gram Sevaks	..	..	..	51

APPENDICES

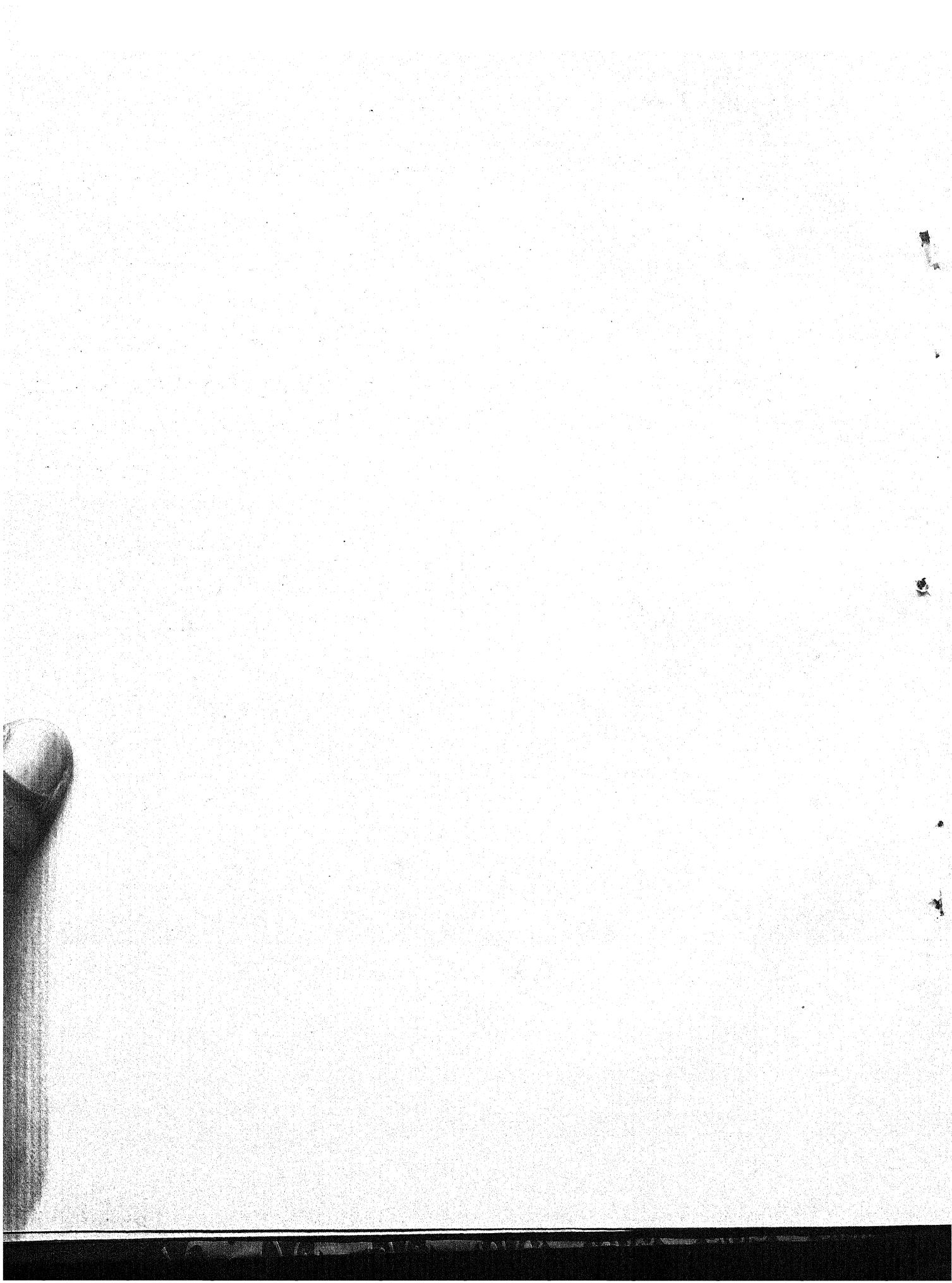
I.	Training Programme for Social Work Personnel in the United Kingdom	..	..	..	60
II.	Institutions for Social Work Education	..	..	..	75
III.	Syllabus for Social Work Methods subjects	..	..	..	77
IV.	Field Work Programme of the Delhi School of Social Work	..	..	..	80
V.	Field Work Programme of the Tata Institute of Social Sciences	..	..	..	82
VI.	Research Projects conducted by some social work Institutions	..	..	..	84
VII.	Syllabus for Mukhya Sevikas	..	..	..	87
VIII.	Syllabus for Gram Sevikas	..	..	..	90
IX.	Recommendations of the Study Team on Social Welfare and Welfare of Backward Classes	..	..	..	92

P_R_E_F_A_C_E

Training for Social Welfare Work has become a very important matter in India in view of the expanding nature of Social Welfare Programmes of the country. This work is now done not merely in Universities and similar academic institutions, but also in special training centres established by the Government or by bodies like the Central Social Welfare Board. This Institute, and I dare say many others too, have felt the need of a hand-book which explains the scope of these institutions. The present monograph is intended to supply the need and it is hoped that it will be found useful by a wide public.

This monograph was prepared by Dr. V. Jagannadham, Asst. Professor of Social Administration, Indian School of Public Administration, with the assistance of Shri S.P. Nandwani, one of our Research Scholars.

V.K.N. MENON
DIRECTOR



INTRODUCTION

Social Welfare and 'Social Work' are often used interchangeably.

Various attempts have been made to define these terms precisely but differences in definitions still persist. Friedlander has defined:

"Social Welfare is the organised system of Social services and institutions, designed to aid individuals and groups to attain satisfying standard of health and life. It aims at personal and social relationships which permit individuals the development of their full capacities and the promotion of their well-being in harmony with the needs of the Community".¹

The term 'Social Work' is used in a narrow sense as 'it is a professional service based upon scientific knowledge and skill in human relations which assists individuals, alone or in groups, to obtain social and personal satisfaction and independence. It is usually performed by a social agency or a related organisation'.²

Keeping the above definition of social work in view it may be stated that 'the social worker is concerned with remedying certain deficiencies which may exist in the relation between the individual and his environment, and for this purpose is concerned with total individual in relation to the whole of his environment, in so far as this is relevant to righting such deficiencies'.³ A simple and appropriate definition given by the Expert Group of the United Nations on the Organisational Principles of Social Welfare Administration may

1. Friedlander, Walter A. Introduction to Social Welfare 1955; pp.4

2. Ibid pp.4

3. Young-husband, Eileen L; Report on the Employment and Training of Social Workers, 1949; pp.3

be added here. 'A social worker is a properly trained and/or legally recognised person who deals professionally with clients'. Further, a 'client' has been described as a 'citizen in need who is, or may be, dealt with by public or private social work agencies'.

The qualified and trained social workers are to perform functions of various categories and the field of social work has been divided into various categories in which the workers specialize. In India the prominent fields are: Labour Welfare, Family Welfare, Child Welfare, Medical Welfare, Welfare of Handicapped and Destitutes, Rural Welfare, Tribal Welfare and other related fields.

Social Welfare and Social Work have been growing in size and scope. They are becoming complex and specialized. Under these circumstances, training for social welfare personnel is of great significance. The following pages describe training facilities for social welfare personnel in India at post-graduate, graduate and under-graduate levels.

I

Post Graduate Courses

1) The Need for Trained Personnel

Since the Second World War, the trend is towards building up a welfare state. This is evident in the preamble to the Indian Constitution and in the chapters on the Directive Principles of State Policy. The series of Plans since 1951 have been progressively increasing the financial provision for social welfare. The Factories, Plantation and Mines Legislation require the employment of Labour Welfare Officers. The Community Development activities and the activities of the Central Social Welfare Board and

Voluntary Welfare agencies call for a large number of qualified social work personnel for employment in the services.

The Renuka Ray Committee has estimated the required number of trained persons for the later part of the Second Plan and the Third Plan as follows:

Graduate Level Training	4,150
Under-graduate Level Training	3,550
Matriculation Level Training	8,000

(1)

To meet the immediate increased demand during the Plan periods, the Government have granted aid to several training institutions and various Ministries also have started training programmes on a large-scale for Mukhya Sevikas, S.E.Os, etc.

(ii) Aims & Objects of Social Work Education

Keeping the need for trained social workers in view, the aims of the various social work institutions are to provide society with trained persons instilled with spirit of service and qualities of leadership. The institutions are also to help students in evolving positive philosophy of life and to teach them the principles and techniques of social work which they might successfully apply to practical situations.

The Baroda Faculty of Social Work stresses that "education must lead to the total integration of personality, social workers, besides maintaining scholastic standards and the humanitarian approach, also need to develop the ability to integrate the theoretical learning into their own pattern of living and be able to apply it to working situations".¹ Another school aims at helping the students to possess an awareness of the wider needs of the

(1) Report of the Study Team on Social Welfare and Welfare ~~and~~ Backward Classes Vol I, (COPP); July 1959; pp.253.

1. Prospectus - 1958-59; Faculty of Social Work. The M.S. University of Baroda, pp.1.

community and the part they can play in meeting these needs.

A few of the institutions also provide opportunities of advanced study and training to those who are already working in the field of social work but do not possess specialised training and who are not in a position to undergo full-fledged courses.

The various institutions, also, aim at participating in the welfare programmes of their own regions. They aim at promoting social welfare by conducting research at local and national level.

2) History and Growth of Institutions

Training of the social work personnel started in India later than in industrially advanced countries such as England and the United States where the serious nature of the problems arising out of industrial progress was experienced earlier and therefore attempts were made over a longer period to tackle the problem in an organised way. Various courses were offered in these countries by voluntary organizations and Universities. Following the British pattern some industrialists, medical institutions and voluntary organizations in India also appreciated the need for trained social workers and took the initiative for starting social work training. In early 1920's the Social Service League of Bombay instituted the first training course for social workers of voluntary organisations. Classes were held in the evenings to enable the workers to attend them in their spare time. The Tatas can be regarded as the pioneers in the field of social work education as they had financed this course and were also responsible for starting the Tata Institute of Social Sciences in 1936 at Bombay. The spade work for the Institute was done by the first American Director who had set, to a large extent, the Indian

system of social work education on the American pattern.

Before 1947, two more institutions - The Department of Social Welfare at Calcutta and the National Y.W.C.A. School of Social Work, Lucknow (later known as the Delhi School of Social Work) - were established; but they made greater progress in the field only after Independence. The Institute at Calcutta was, at first, a department of the University of Calcutta; but in 1946 it was made an All India Institute of Social Welfare and later in 1958, its name was changed to 'The Indian Institute of Social Welfare and Business Administration'. The Delhi School of Social Work owes its existence to the initiative of a voluntary body. The National Y.W.C.A. of India, Burma and Ceylon was helped by substantial financial assistance from the Foreign Division of the Y.W.C.A. of the United States and it started the Y.W.C.A. School of Social Work at Lucknow in August 1946 which was later shifted to Delhi. In the beginning, the admission was confined to women students only, but afterwards men students were also admitted. In 1948, the School was affiliated to the University of Delhi.

After Independence, both voluntary organisations and Universities established institutions for imparting social work education. Various Universities have recognised degree courses in social work, or themselves offer courses in their own faculties or departments. In a few cases, the institutions were started by voluntary organisations and later were affiliated to or taken over by the Universities. The case of the Delhi School of Social Work as given above is an illustration in point. The Universities recognise the courses as part of the academic curricula notwithstanding the professional basis of the courses. Some institutions like the Tata Institute of Social Science have

preferred to remain as non-affiliated institutions to assure the 'autonomy' in running the training programmes which in certain aspects differ from other academic and professional courses. This has resulted in certain anomalies such as the lack of clear notions as regards the distinction between diploma and degree. The Bombay Government have also started one institution, namely the Bombay Labour Institute, which imparts a two year post-graduate course under the Bombay University.

During the last two decades some institution like The Xavier Labour Relations Institute were established to conduct exclusively specialised courses like Labour Welfare.

Growth

The fast rise in the number of institutions between 1947 and 1960 is a note-worthy feature. According to a survey conducted by the United Nations' Bureau of Social Affairs in 1950, India had only four institutions imparting social work education; whereas, according to another survey conducted by the same organisation, in 1954, 12 institutions were offering such courses by them. At present about 33 institutions are conducting different types of social work courses. Out of these 34 institutions offer post-graduate courses, 17 conduct two year course, 6 conduct one year course and one conducts six months course. 6 institutions offer courses at under-graduate level. A few of the institutions offer simultaneously courses of different duration. The P.S.G. School of Social Work offers both two-year course and one year course. There are 10 institutions for the training of Mukhya Sevikas, 39 for Gram Sevikas and 63 for Mukhya Sevaks.

Besides regular courses, some of these institutions offer short-

term courses of the duration ranging from three months to a year. Some institutions also make arrangements for inservice training and refresher courses in collaboration with employing agencies. The number of these courses is growing because the need for such courses is increasingly felt.

Most of these institutions are located in industrially advanced states and there too in big towns, for instance in cities like Delhi, Madras, Bombay, Calcutta and Coimbatore. Three institutions offering two year courses are located in Bombay city. 17 institutions offering two year courses are located in 8 states and one union territory out of a total of 15 states and 6 union territories. The above concentration might be explained by the fact that practical and field facilities are available only in big towns and a dispersal of the institutions to lesser-developed towns will hinder proper coaching.

The progress made in recent years by the institutions can be examined by the following table showing the year of starting of the social work institutions. Some of them conduct more than one course in social work.

	<u>Name of the Institution</u>	<u>Year of Establishment</u>
I	<u>Institutions under the Universities</u>	
	1. Delhi School of Social Work, Delhi	1946
	2. J.K. Institute of Sociology, Lucknow University	1949
	3. Faculty of Social Work, Baroda	1950
	4. P.S.G. Arts College, Peelamedu	1953
	5. Institute of Social Work, Mangalore	1956
	6. Agra University Institute of Social Sciences, Agra.	1956
II	<u>Institutions autonomous of Universities</u>	
	7. Tata Institute of Social Sciences, Bombay	1936
	8. Institute of Social Sciences, Kashi Vidyapeeth, Varanasi	1947
	9. Madras School of Social Work, Madras	1952
	10. Institute of Social Services, Nirmala Nikatan, Bombay	1955

III Specialised Institutions

11. Indian Institute of Social Welfare and Business Administration (Under Calcutta University, Calcutta) 1942
12. Bombay Labour Institute (Under Bombay University) 1947
13. Department of Labour & Social Welfare, Patna University 1948
14. Xavier Labour Relations Institute (Under Bihar University, Jamshedpur) 1949

3) Finances of the institutions

Due to the specialised nature of the training which the institutions impart, they incur heavy expenditure. Because of the high initial capital expenditure, the institutions have to start on a modest scale and in small borrowed or rented buildings. They admit a small number of students. As the funds begin to increase, they expand their activities and improve the facilities. It is noteworthy that the expansion of the institutions is rapid and financial aid by Governmental and non-governmental organisations is generous. This is an indication of the realisation of the value of institutions for the training of social work personnel.

The tuition fee, financial assistance from voluntary bodies, grants-in-aid from the Central and State Governments form the major part of the income of the institutions. A few institutions like the Institute of Social Services, Bombay and the Institute of Social Sciences, Varanasi, do

not get direct financial aid from Government; but indirectly they receive some aid in the form of books, equipment and scholarships and assistance for the students. The University Grants Commission also gives grants to these institutions. Moreover, the Government departments give financial assistance for the research projects conducted for them by the institutions. International bodies like the UNESCO also provide financial and other kinds of assistance for research projects.

Some institutions are also aided by foreign countries particularly the United States through various agencies like the Technical Co-operation Mission, CARE, the U.S. Educational Foundation in India and Wheat Loan Fund, Ford Foundation, Y.W.C.A. and Universities. Full-bright programmes also offer travelling grants to the teachers going abroad for advanced studies. In recent years many teachers have utilized the scholarship facilities in foreign countries. Foreign agencies also depute visiting professors to the Indian institutions and meet their expenditure.

4) The Auspices of the Institutions

Many of the institutions have been established by voluntary organizations. Some institutions are maintaining their independent and autonomous status. They award their own diplomas which enjoy good reputation and have been recognised equivalent to post-graduate degrees. Others have got their institutions affiliated to the Universities. Notwithstanding the transfer

of the schools to the Universities, the representatives of the parent voluntary organizations sit on the governing bodies and provide financial resources.

Some institutions like the Baroda Faculty of Social Work, are run by the Universities as separate faculties or departments but care is taken that social workers of repute are represented on the various committees connected with the Departments.

Out of the 17 institutions offering two-year courses, 10 award university degrees or diplomas and 7 award diplomas issued by the Institution or autonomous body running the institution.

5) Duration of Courses

Most of the post-graduate courses are for the duration of two years. Some of the institutions started with one-year courses but in view of the comprehensive coaching and training required, the experiment did not succeed and therefore the duration of the courses was extended to two years.

The Indian Institute of Social Welfare at Calcutta offers one year post-graduate course; but this course is given to students who already possess some practical experience in the field. Therefore, the arrangement seems to be satisfactory. Some institutions like the Institute of Social Sciences, Varanasi and the Delhi School of Social Work require the students to undergo practical training after completing two academic years for a period of about three to four months.

In order to maintain uniform standards of education, it is considered necessary that the duration of the courses must be the same. Moreover, it is not possible to give theoretical and practical training of a comprehensive nature in one academic year. As the duration of practical training is fairly long and spread over throughout the year, the two-year period is considered most appropriate.

6) Qualifications

All the institutions conducting two-year post-graduate courses insist on a good graduate degree as the minimum academic qualification, and as the number of applicants for admission is larger than the seats available, the competition is fairly keen. Some of the students possessing post-graduate degree or diploma also seek admission to the social work courses

Besides good educational qualification, the candidates should possess aptitude for social service and necessary personality to perform their duties efficiently. As the students have to undergo hard practical training and work in regions with extremes of climate and poorer facilities for living, the candidates should be physically fit to bear the hardships. Certain institutions, therefore, require the candidates to submit physical fitness certificate. They are also to get themselves immunized against diseases like small-pox, typhoid and malaria.

All the institutions have laid age restrictions and admit only those persons who are mature enough to get benefit from the courses and who meet the age-qualifications prescribed by the employers. They should not be too old to study the courses. So, generally the candidates are to be between 20 and 35 years of age. There is, however, one institution which admits students who are 18 years of age. For certain courses like Labour Welfare, the students above 22 years of age are preferred, because age qualification for the labour officers is 25 years.

The institutions do not place any restrictions as to residential condition for getting admissions. They receive applications for admission from the residents of almost all the states. Persons belonging to various states are admitted to different institutions, though students belonging to the region of the schools are in larger numbers in every institution.

Students are expected to have a working-knowledge of the regional language as it would facilitate field work. Every year some foreign students belonging generally to Asian and African countries are also admitted in the social work institutions. For them language difficulties are very acute.

The Institute of Social Sciences, Kashi Vidyapeeth, conducts its teaching and examinations in Hindi while the other institutions use English as their media of instruction.

Most of the institutions admit both men and women students. But they are advised not to offer some particular specialized courses. For instance, women students are discouraged from offering Labour Welfare and men students are advised not to study Medical Welfare as there are very few employment opportunities for them in these fields. A few institutions like the Institute

of Social Services, Nirmala Niketan, Bombay, admit only women students. Unlike in Western countries, in India, men students out-number women students and the social work student is not referred as 'she' but as 'he'. This can be explained by the fact that 48 per cent of the students specialise in a single field namely Labour Welfare and in this field, generally, men are preferred by the employing agencies.

The institutions do not normally stress that students should possess field experience before getting admission, but experience is regarded as an additional qualification. The Indian Institute of Social Work and Business Management in Calcutta admits only those persons who are in the service and generally those who are sponsored by their agencies, as the duration of the course is for one year.

Procedure for Selection

All the institutions invite applications from the candidates who intend to join the course. After sorting the applications, the candidates are called to appear for various tests. Some institutions require the candidates to take a written test. But all the institutions require them to appear for interview. At the interview their aptitude for social work, their personality and intelligence are observed. Generally, a Selection Committee is appointed; some institutions follow the method of individual interviews and group tests; psychological tests, in one form or other, are also given.

Some institutions also require the non-regional students to take a test in the regional language/s.

7) Scholarships and Freeships

The institutions offer scholarships and freeships to the deserving students. Such offers depend on the financial position of the institutions. The Delhi School of Social Work, however, follows the programme of relating scholarships to some useful work in the School. It requires the students getting financial aid to do some work for the School. During the long vacations they may be required to do some additional research or survey work on behalf of the School. Some scholarships are also offered by the Central and State Governments. Voluntary agencies and employers are encouraged to finance the studies of some students who undertake to serve them after completion of the course.

Besides offering scholarships, sometimes the Governments finance the study-tours of the students.

8) Programme of Education

(i) Theoretical

The courses of the institutions of social work consist of theoretical

teaching - both generic and specialized - in class room and practical training in the field. The theoretical teaching comprises of the teaching of 'Basic Social Sciences' and 'Method' subjects pertaining to social work. The 'basic' social science' subjects include Sociology, Psychology and Social Economics. The social work subjects include Introduction to Social Work, Medical Information, Case Work and Group Work. The reason for inclusion of basic Social Science subjects is that social work needs mental self-discipline and a basic core of knowledge which can be learnt by a study of these subjects. Moreover, these subjects provide general back-ground and foundation which help the students to understand the social work subjects properly and easily. Part of the contents of basic social sciences syllabi is devoted to Indian conditions which help the students to understand and apply the principles of social work to the prevailing conditions in the society which they have to serve.

Some institutions such as the Delhi School of Social Work offer both generic and specialized subjects of social work. The student is to offer only one specialized subject. Other institutions like the Madras School of Social Work, teach only generic subjects though subjects of specialised fields are included but these are taught as general subjects and not as specialized subjects and students are to offer all the subjects without specialization. The students of these schools, however, can, to some extent, specialize in one subject by undergoing practical training in one particular field like Child and Family Welfare or Labour Welfare. Out of 11 institutions, 7 offer specialized training. It may be mentioned here that the Delhi School of Social Work offers four fields of specialization, namely - (a) Labour Welfare and

Personnel Management (b) Medical Social Work (c) Rural Welfare and (d) Institutional and After Care Services. The students have to select one field for study among these four. The Madras School of Social Work offers four subjects for specialization through field work, namely - (a) Industrial Relations and Personnel Management (b) Rural Welfare (c) Family and Child Welfare and (d) Social Treatment of Crime and Delinquency. The students have to study all the four subjects.

There are a few institutions which impart education only in one specialized field like Labour Welfare. These institutions also teach both 'generic' and 'specialized' ¹ subjects. The 'generic' subjects are not of general nature but are closely related to the specialized field. The generic subjects in Labour Welfare Institutions include Industrial Organisation, Organisation of Workers and Industrial Sociology. In other institutions these form part of Labour Welfare subject or other related subjects.

As it is clear from the table given below, there seems to be a general uniformity in syllabi of various institutions so far as the teaching of 'method' and 'generic' subjects is concerned. Most of the institutions teach Social Case Work, Social Group Work, Community Organization, Social Welfare Administration and Methods of Research. The institutions also make arrangements for additional subjects and these subjects differ from one institution to another but the variance of the subjects is not large. Some times the subjects with the same contents are given different nomenclature by different institutions. For instance Psychology is taught as part of Psychology for Social Workers; Medical Information is called in some institutions as 'Health and

1. Wide foot note marked * on page 18.

Hygiene'. In various institutions differences in the contents of the same subjects are also evident. Some institutions split one subject into more than one paper and in others the two are combined in one paper. At the Kashi Vidyapeeth institution, Sociology is taught under four papers but at Delhi School, Sociology and Politics are combined in one paper. Agra Institute combines Case Work, Group Work and Community Organisation in one paper. Another feature about the curricula is that some institutions (even imparting specialized training) teach subjects like Child Welfare and Tribal Welfare as generic subjects while other institutions teach them as specialized subjects and impart extensive and intensive teaching and coaching in those subjects. The institutions offering specialised training, generally speaking, make arrangements for three or four subjects; but Lucknow University offers two specialized subjects whereas the Tata Institute offers as many as eight specialized subjects.

* Subject-wise Analysis of Courses Offered in
Eleven Different Institutions

<u>Subject</u>	<u>No. of Institutions</u>
<u>Basic Social Science Subjects</u>	
1. Psychology (including Psychology for Social Workers)	11
2. Social Institutions, Problems & Sociology	10
3. Social Economics	7
4. Political Institutions & Political Science	3
<u>Social Work' Method' Subjects</u>	
5. Social Case Work	11
6. Social Group Work	11
7. Social Welfare Services & Administration	11
8. Methods of Social Work & Statistics	11

<u>Subject</u>	<u>No. of Institutions</u>
9. Community Organization	10
10. Medical Information	7
11. Social Legislation	6
12. Social Work-Development & Philosophy	4
13. Psychiatric Information and Methods	3
14. Public Welfare	2
15. Group Work Laboratory	2
16. Ethics of Social Workers	1

Fields for Specialization

<u>Name of Field</u>	<u>Specialized Courses</u>	<u>Non-specialized Courses</u>
1. Labour Welfare & Management	7	4
2. Rural Welfare	7	4
3. Child & Family Welfare	4	6
4. Medical Social Work	4	1
5. Institutional & After-Care Services	3	1
6. Delinquency & Correctional Administration	1	4
7. Backward Classes & Tribal Welfare	1	1
8. Psychiatric Social Work	2*	1
9. Social Education	1**	1
10. Youth Welfare	1***	1
11. Urban Community Organization	1	
12. Social Research	1	

Subject-wise Analysis in Four****
Labour Welfare Institutions

<u>Subject⁺</u>	<u>Number</u>
1. Labour & Social Economics	4

* Part of Medical Social Work

** Part of Rural Welfare

*** Part of Family Welfare

**** One Institution (Calcutta Institute) offers one year course, the other two offer two year course.

+ At the Department of Labour and Social Welfare, Patna University, in addition to subjects mentioned, the students have to offer one of the following groups:
(a) Social Problems and Institutions, (b) Social Security and Social Welfare Administration, (c) Collective Bargaining. Each Group consists of two papers.

<u>Subject</u>	<u>Number</u>
2. Industrial Hygiene & Psychology	4
3. Labour Legislation	3
4. Organization of Workers	3
5. Personnel Administration	3
6. Labour Administration & Social Administration	3
7. Social Research & Statistics	3
8. Industrial Sociology & Social Conditions	2
9. Industrial Structure & Organization	1
10. Public Health Administration & Sanitary Law	1

(ii.) Practical Training

The practical training in field work forms an integral and essential part of the curriculum in social work. The utility of the practical training in social work education is accepted everywhere. Field work is regarded

- (1) as part of the body of knowledge;
- (2) as a stimulant of self-discipline and thinking; and
- (3) as of great help in understanding the nature of the future jobs and in carrying the duties with competence and confidence.

It has been observed that the field work is "not merely the application of theory to practice but it involves intellectual discipline and provides a means of learning theory. In addition, social work education is concerned with emotional as well as intellectual development of students, and field-work is essential for this".¹

The field work comprises of Field Work Orientation, Institutional Visits and Observation, Training Camps, Study Tours and Block Placements.

Most of the institutions require their students to undertake long-term field work during vacations and short periods of field work during term time. The weekly hours devoted to field work differ from institution to institution; the total hours of field work during a week range between 12 and 15

1. Field Work Practices in Schools of Social Works: Delhi School of Social Work, 1958, pp.12-13.

hours. Generally, the time devoted to field work approximates to the teaching hours. Except in the Department of Labour and Social Welfare, Patna University, the field work is undertaken in both the years; in this Department it is confined to the second year.

Before the field work starts, different institutions devote varying periods of time for orientation. During this period, an attempt is made to acquaint the student with the local community life and culture.

All the institutions arrange study tours to familiarize the students with the life and habits of people in different places in the neighbourhood. The tours are arranged during the vacations or at the beginning of the terms so that regular class work may not suffer.

The institutions require the students to undertake field work every week concurrently with the class work. In a week, some days are fixed for field work. If the field is near the institution, the students go to field after the classes are over.

Block field work is to be done usually during the second year but some institutions allow the students to undertake block-field-work concurrently with field work during term time. Only in one institution, where great stress is laid on block placements, concurrent field work itself is part of block placement.

With regard to contents of the field work, the general object is to give experience in social skills and provide opportunity to learn about administrative and other processes. Generally, the students are placed under three or four agencies for specialization in the field. One difficulty in this arrangement was to see that the period of work with an agency was not too short

to enable the trainee to acquire sufficient experience in the field to which the agency belonged.

Problem of Placement and Supervision

Generally an institution makes arrangement with about 20 local agencies for placements. Agencies in other regions are also approached for facilities for practical training. Lack of proper agencies with qualified supervisors and adequate facilities is felt by all the institutions. Sometimes, lack of understanding between the institution and the agency leads to inconveniences for the students. The proper traditions, methods and co-operation for placements would probably come with the increase in the number of qualified personnel serving with the placement agencies.

The institutions are facing the problem of supervision in field work. Here also, the lack of trained personnel in the agencies is a great hindrance; moreover, the heavy burden of work for teachers and the small number of the teaching staff put obstacles in the way of proper training in supervised field work. Generally, the agencies should guide the students and also supervise their work with the help of the teaching staff. After the initial induction, the students are to be entrusted with some responsibility; this practice prevails in other countries; but at present, in India, this system is not widely prevalent. So, most of the institutions provide for some sort of supervision by staff members and by agency experienced personnel - trained or untrained.

To make the training more useful for the students, some institutions run agencies under their own auspices. For example, The Baroda Faculty of Social Work is running Mental Hygiene and Psychiatric Clinic. The Tata

Institute is running Psychological Laboratory, Group-Work Laboratory, Child Guidance Clinic and a School for Bed-ridden children. During the vacations when students and staff are away, it becomes difficult to run the agencies.

The institutions attach importance to examinations in practical training. Every student has to successfully complete the practical training to qualify for the award of degree or diploma. In a few institutions, the students are to appear for a viva-voce test where generally questions relating to the field work are asked.

9) Research Work

Besides class work and field work, the students are to undertake a project on which they are to write a report. Generally, the project is selected from the specialized field offered by the student. Some institutions encourage group projects so that a complete picture of a project, studied from various angles and by different aspects may emerge. Many of the projects are based on local problems and agencies. Some Institutions are trying to preserve and publish the project reports. The available information shows that The Tata Institute has produced about 400 project reports, the Faculty of Social Work, Baroda, about 150 reports and the Delhi School of Social Work about 300 research projects. Information about research Projects of other institutions is not available.

A few social work institutions have also made provisions for research work leading to Ph.D. degrees of a University. The Tata Institute prepares students for Ph.D. in Psychology of the Bombay University. The Lucknow University and the Department of Labour and Social Welfare Patna University also admit students for the Ph.D. degree of the respective Universities.

Sometimes, staff members and students of institutions undertake Research Projects on behalf of the Institution, Government or Voluntary agencies.¹ Generally, Ministries or Departments of Health, Education, Community Development, Social Welfare etc. seek the co-operation of the institutions to conduct surveys and research on their behalf. International organisations like UNESCO sometimes help these institutions in these research projects. Three institutions are publishing journals on Social Work. The Tata Institute publishes 'The Indian Journal' of Social Work, The Institute of Social Sciences, Kashi Vidyapeeth, publishes 'Samaj' while the Baroda Faculty of Social Work brings out 'Social Review'.

10) The Teaching Staff

There are various categories of teaching staff-Director, Professor, Reader, Lecturer and Field Supervisor. Most of them are qualified and trained in social work. Many of them hold foreign degrees and others are encouraged to pursue higher studies in foreign countries. They are granted study leave.

1. Vide Appendix VI for The List of Research Projects.

Scholarships and fellowships are offered by Indian as well as foreign Governments, Institutions and Universities. A preference for training in the United States is manifest. Very few teachers possess higher research degrees either Indian or Foreign.

The teachers teaching other than social work subjects need not have social work qualification but a good degree in their own field is required to teach the subject.

In all the institutions, some of the members are employed on part-time basis. They either teach in other departments or are specialists in their own fields. The advantages of the employment of this type of part-time teachers are that the institutions can get the services of experts and specialists, who being in the field are well acquainted with the latest developments. Moreover, the relatively lower load of teaching work in these subjects and the lack of adequate finances for the institutions do not warrant the employment of full-time teachers in all subjects. Many of the teachers, besides teaching, participate in research work of their own or of the school or help the voluntary agencies to carry out the activities on scientific lines with proper understanding. They also participate in conferences and seminars held by various national and international bodies. Social work education needs individual attention to every student. The schools, therefore, attempt to maintain proper ratio between teachers and students. The Report of the Renuka Ray Committee has observed that the ratio varies from institution to institution and it is generally between 1:7 and 1:84.¹

Besides part-time and full-time teachers, visiting lecturers from foreign universities and institutions, Indian universities and welfare agencies are invited. This system is found fruitful to both students and visiting teachers.

1. Report; opp.cit., pp.257

The students get coaching from different angles based on different experiences whereas the visiting teachers also learn from the experiences of local teachers and gain from the interchange of ideas and concepts. The officers of welfare departments or agencies, get an opportunity to think on different lines.

Some of the institutions are faced with the problem of frequent changes in the teaching staff. Some of the teachers are offered better jobs or some go for further studies or leave the profession. So long as there is a shortage of highly qualified social work personnel, this problem would remain a serious one.

There are discrepancies in the pay-scale of teachers offered by the different institutions. These, however, compare favourably with other academic institutions in their own regions. One school offers its lecturers a starting salary of Rs.350/- per month, but another institution employs the lecturers on the initial salary of Rs.150/- per month. Similarly, the initial pay of the Director ranges from Rs.800/- to Rs.1200/-. But one institution pays only Rs.350/- to its Director as the starting salary.

11) Employment of the students

Most of the students get employment in the fields of their specialized subject. The students generally select the fields with an eye on future employment prospects. Men students prefer **Labour Welfare** while women students prefer fields like **Medical Social Work** and **Child and Family Welfare**. The

employers prefer to employ students trained in the well-established institutions and thus their students get appointments soon after getting Diplomas while students from other institutions and also students specializing in certain other fields have to wait for some time.

The following are the kinds of jobs which most of the students get:

1. Teachers of Social Work
2. Research Workers
3. Research Officers for Government Agencies
4. Personnel Officers
5. Labour & Welfare Officers
6. Employee Relations Officers
7. Industrial Relations Officers
8. Labour Inspectors
9. Conciliation Officers
10. Employment Officers
11. Managers of Social Security Offices
12. Block Development Officers
13. Community Organizers
14. Social Education Officers
15. Harijan Welfare Officers
16. Backward Class Workers
17. Medical Social Workers
18. Family Case Workers
19. Superintendents for After Care Homes
20. Superintendent for Remand Homes
21. Superintendent for Jails
22. Superintendent for Probation Homes
23. Supervisors in Grant-giving bodies
24. Secretaries for Social Service Organizations
25. Superintendents for Home for Children
Women, Beggars, the Aged and the Handicapped;
and other allied jobs.

The prospects of employment in all fields are expanding though not at the same rate in all fields.

The emoluments depend upon and vary from field to field and agency to agency. The Delhi School of Social Work has worked out the following starting pay-range in the specialized fields.

1. Institutional and After-care services
Rs.200 - Rs.250
2. Labour Welfare & Personnel Management -
normally Rs.250 or above
3. Medical Social Work - Rs.200 - Rs.300
4. Rural Welfare - Rs.200 - Rs.250

The prospects for further promotions in certain fields like Labour Welfare are fairly good; but in fields like Medical Social Work the chances for further promotions are limited.

Certain institutions maintain the lists of their former students and their present jobs. The Alumini Associations are also helpful for obtaining and maintaining such information. The 2nd U.N. Survey has observed that "Until some evaluation is made of the type of training needed and of the employment opportunities available, it is difficult to establish what impact the rapid increase of schools is having upon the social problems of these (Asian) countries".¹

Details of Employment of the Graduates
of 2 Institutions

I

Faculty of Social Work, Baroda

Field of Employment

Number

1. Labour Welfare

54

1. Training for Social Work - U.N. Survey (1955); pp.21.

<u>Field of Employment</u>	<u>Number</u>
2. Social Work Education	18
3. Medical & Psychiatric Social Work	13
4. Correctional Administration	8
5. Public Welfare	4
6. Rural Welfare & Community Development	11
7. Family & Child Welfare	2
8. Research	6
Total	116
	=====

(Note: This information relates to Alumini Employment up to 1959.)

II. Madras School of Social Work

1. Labour Welfare & Personnel Management	39
2. Correctional Services	5
3. Social Work Teaching	5
4. Medical Social Work	4
5. Research & Investigation	2
6. Rural Welfare	2
7. Women's Welfare	2
8. Voluntary Social Work	2
9. Administration (Children's Institutions)	2
10. Administration (Adults Institutions)	2
11. Administration (Commercial)	1
12. Household	2
13. Higher studies (Indian)	1
14. Higher studies (Foreign)	1
15. Miscellaneous	3
16. Employment not known	3
17. Employment awaited	17
Total	93
	=====

(Note: This information relates to Alumini Employment upto September, 1958.)

12) Central Co-ordinating Body

In the United States and the United Kingdom, Central Co-ordinating bodies assist the affiliated institutions in bringing about uniformity in the standards of teaching and other activities which leads to an improved system of coaching. In India, the Indian Conference of Social Work is, to a limited extent, performing this essential function. There is also an Advisory Board on Social Welfare under the Ministry of Education. The Renuka Ray Committee has recommended that the Board should organise a system of recognition for training institutions in the different fields of Welfare, approve the syllabi and define minimum standards for educational practice, develop text books and teaching material based on Indian conditions and develop field work programmes under the supervision of trained staff as an integral part of the various training programmes. At present, the Board itself is not engaged in furthering the activities suggested by the Team. As the number of the institutions is rising and some anomalies and divergencies are present, the need for a Central co-ordinating body has become more pressing than before.

Some of the Indian institutions are affiliated with the International Association of Schools of Social Work.

13) Diploma in Social Services of the Madras University

The Madras University awards a post-graduate Diploma in Social Services. The course is conducted by the affiliated colleges like P.S.G.

School of Social Work, Peelamedu, Coimbatore, Stella Maris College, Mylapore, Madras, and Sacred Heart College, Thevara. Only P.S.G. School is a full-fledged School of social work. While other colleges offer the course along with other courses.

The Diploma was instituted in the year 1953. The duration of the course is one year. It is a part-time course and both students and social workers can study the course.

The minimum prescribed academic qualification is a Degree, but the students studying B.A. class are also eligible for the Diploma Course. The age-limit is 18-20 years.

The students are imparted generic social work training. No specialized training is offered though Adult Education, Child Welfare and Labour Relations are included in the syllabus.

The following subjects are taught:

1. Introduction to Social Work (Sociology)
2. Literacy and Adult Education
3. Social Economics
4. Rural Economics
5. Industrial and Social Problems and Labour Relations
6. Personality and Behaviour (Psychology)
7. Child Welfare
8. Medical Information

Besides this theoretical teaching, the University regulations require the students to submit a Project Report based on a research study of some problems related to social work. The project-study is carried on under the supervision of a teacher.

The students also undergo practical training concurrently with the class-work. They are to work under a social work agency like hospitals, factories and child welfare centres. They are required to maintain a diary of their work and submit the report to Field Supervisor. To give the students a practical insight into various problems, the P.S.G. School holds every year a camp for the duration of 15 to 20 days.

14) Short-term Courses and In-Service Training

The social work institutions run short-term courses and in-service training courses for Government officials and voluntary workers. These courses are meant for those persons who have sufficient experience in the field but have no formal education in social work. These courses also serve as refresher courses for the persons who have not studied theoretical aspects of social work for some long period. With the rapid expansion of social work programmes under the Government and voluntary auspices, acute shortage of personnel has been felt. To meet the demand immediately, short-term courses have been instituted to train persons and to enable them to get a minimum grounding in the different subjects closely associated with their field of social work. The Government have extended their co-operation to the institutions by deputing persons and sometimes by giving financial aid. Sometimes, a few persons not belonging to these categories are also admitted to some courses. The duration varies from course to course. Generally, it ranges from three months to a

year.

The Tata Institute of Social Sciences offers the following seven regular short-term courses:

I. One Year Certificate Course

1. Applied Psychology
2. Social Research
3. Tribal Welfare

II. Six-Month Certificate Course

1. Criminology, Juvenile Delinquency and Correctional Administration
2. Labour and Welfare Management
3. Organization of Community Welfare Centres
4. Rural Welfare

The Indian Institute of Social Welfare, Calcutta, conducts short-term courses in General Welfare.

The Faculty of Social Work, Baroda, and the Tata Institute are running S.E.O. centres to provide training facilities for Social Education Organisers under the Ministry of Community Development.

In the field of in-service training some institutions like the Tata Institute, Delhi School of Social Work and Madras School of Social Work have made considerable progress and the co-operation from various private and Government agencies including the Central Social Welfare Board has been forthcoming for them. The Governments etc. have sent their officers to attend the courses and some times they have met part of the expenditure. The Tata Institute has been conducting occasionally various in-service training and refresher courses. Some of these are given below:

- 1) Two-week course for Juvenile Delinquency --

91 officers attended the course in May 1958.

2) Two-week Probation Work Course --

18 officers attended the course in December 1958.

3) Five-week training programme for Tribal Welfare personnel with the close co-operation of Vanvasi Seva Mandal and Adim Jati Sewak Sangh.

4) A Five month course for Rural Development officers.

The Delhi School of Social Work so far has conducted the following seven in-service courses:

- 1) Group work (in 1952)
- 2) Course in Social Education (1954)
- 3) Special Course for Welfare Inspectors of Railways (1956)
- 4) Refresher course in Social Education (1957)
- 5) Orientation for Social Service Leagues of Delhi Colleges in Delhi (1958)
- 6) Training Course for After-care Personnel (1956-57)
- 7) Training course for After-care Personnel (1957-58)

The Madras School of Social Work has conducted courses for After-care Personnel on behalf of the Central Social Welfare Board.

The Department of Labour and Social Welfare, Patna University has also conducted a few in-service training courses for the Workers' Education Officers.

II

Under-Graduate Level Training

INTRODUCTION

Till recently, very little attention has been paid to the training of the persons who have to occupy intermediate supervisory positions in fairly large agencies or who have to manage the medium-sized agencies. Their training assumes greater importance at present when many large and small agencies want to employ qualified social workers. The Renuka Ray Committee has strongly recommended the starting of more institutions to impart training at this level as a large number of such workers is required in future.

During the First and Second Plan periods, Universities and some special institutes have started undergraduate courses in social work with a view to meet the demand for trained welfare personnel at intermediary levels. Particulars as to these courses are given below:

2) Universities and Colleges

At present, only six institutions, impart social work education at the under-graduate level. Two universities, namely, Saugar and Lucknow, offer two year courses after I.A. whereas, the Indore School of Social Work - Indore Christian College, offers one year course after I.A. There are also three other institutions (two in Mysore and one in Bombay) offering two year

course at the under-graduate level. These institutions are not linked with any graduate training programme. The students in these institutions are trained to occupy posts of Superintendents and Secretaries of the voluntary agencies with moderate load of work.

In Lucknow University, social work is one of the subjects offered for Bachelors' Degree. The students have to study four papers for Social Work - two in each year. During first year, the students are taught.

1. Foundation of Human Relations; and
2. Social Work: Meaning and Scope - Relations with Social Services. Topics like Case Work, Group Work, Community Organization, Social Work Administration, Social Research and Social Work are covered by this paper.

During Second Year, the students are taught:

1. Community Development and Welfare; the paper covers the topics related to rural Welfare; and
2. Social Disorganization - An Introductory Analysis.

This paper includes topics like Meaning and scope of Social Disorganization, various Approaches to Social Problems, Factors in Disorganization, Problems of Pre-delinquency Phase, Recreation, Problems of vice (Alcoholism, Drug Addiction, Prostitution, Gambling and Beggary), Delinquency, Treatment of offenders and Correctional Institutions.

The Lucknow University course is generic. But, the Indore Christian College, besides providing generic Social Work training, imparts specialized training in Labour Welfare, Family and Child Welfare, Rural Welfare and Community Organization. The students also undergo practical training in villages, prisons, orphanages and mills. They are required to

devote 50 hours a month to field work. The courses are of introductory nature and they serve as preparatory courses to enable the students to pursue more advanced course at post-graduate level or to fill intermediary jobs in the field of welfare administration.

3) The Rural Institutes

The Rural Institutes came into existence as a part of the bigger scheme of Rural Higher Education introduced by the Ministry of Education in accordance with the recommendations of the Committee on Rural Higher Education set-up under the Chairmanship of Dr. Shrimali by the Ministry in 1954. The Report was published in 1955. The Committee recommended the establishment of a National Council for Rural Higher Education under the Union Ministry of Education. The Council decided to start ten Rural Institutes at different places in India from July, 1956. At present eleven Rural Institutes are functioning. These Institutions are being run by various bodies engaged in rural education; some bodies were existing before the Committee's recommendations were made.

The Rural Institutes conduct various courses of which one is Diploma Course for Rural Services. Other courses are: Civil and Rural Engineering, Agricultural Science, Preparatory Courses¹, Teaching Certificate and Rural Health Workers (Women).

1. Preparatory Courses are courses for the matriculates to prepare them to qualify for admission to rural services and other courses.

The aims and objects of the Rural Services course have been stated as:

"A. To produce better citizens and progressive villagers, and provide the essential leadership for the rural areas which is mostly needed for the rural development work.

"B. To provide a more suitable material for being absorbed in Rural Services after such specialized training as may be necessary.

"C. To make the students competent so that they may be eligible for admission to post-graduate courses in University and to be entitled to sit for all competitive public examinations and tests for which the minimum qualification is a degree of a recognised University.

"D. To produce candidates who, after a period of training can, in addition to being better and more reflective citizens equipped for other jobs, serve specially as officers in co-operative and cottage industries departments, as social organizers and administrative as well as Welfare Officers and Block Development Officers".¹

The Rural Institutes are different from the Universities in so far as the Institutes impart education with a view to meet the needs of the rural population only.

The Rural services course in the Rural Institutes offer specialized courses in six fields namely (1) Public Administration (2) Co-operation (3) Social Work (4) Fine Arts (5) Home Science and (6) Rural Industries. These are called 'optional' subjects. The students are to offer one of these fields. The Social Work course is offered by those students who intend to join Government or voluntary agencies engaged in rural social work. Some

1. Prospectus 1960-61, Rural Institute, Amravati.

Institutes do not have provision for Social Work optional course.

The minimum educational qualifications prescribed for the admission is a Certificate of Higher Secondary Examination. The Rural Institutes also conduct one year Preparatory classes to prepare matriculates for admission to this course. As the course lays stress on rural welfare, the candidates belonging only to the rural areas are eligible for admission.

The subjects taught under the Rural Services Course may be divided into two categories (1) 'Core' subjects and (2) 'Optional' subjects. The Core subjects comprise of (i) a regional language (ii) Hindi (iii) English (iv) Story of Civilization and (v) Introduction to the Rural Problems with special emphasis on Economics, Sociology, Education, Health and Sanitation, Agriculture, Engineering and Administration. The optional subjects have already been mentioned above.

The Social Work optional subject is again taught under two papers:

(1) Sociology, and

(2) Social Work

- (i) Philosophy and Techniques of Social Work
- (ii) Group Work - Group Approach
- (iii) Community Organization
- (iv) Relation of Survey with Extension Service
- (v) Survey and Extension
- (vi) Fields of Social Work
 - (a) Theory
 - (b) Child Welfare
 - (c) Tribal and Backward Classes Welfare
 - (d) Community Development
 - (e) Rural Reconstruction

Besides this training in generic theoretical subjects, the students are required to undergo practical training which is spread over three years. During the final year, the number of hours devoted to field work is increased. In the first year, the students devote practical-work time to the general rural welfare work but in the final year, they are placed with the agencies engaged in the particular field offered by them for specialized study. The teaching staff supervises and guides the field work.

The Social Work course is devised to offer the students an acquaintance with the main fields of social work in India with particular reference to the rural sector and to give them an insight into the methods and processes of social work. The course is not meant to develop specialized skill in the students to become full-fledged practitioners in the specialized fields of social work.

The Rural Institutes are also to engage in research work. The Report of the Committee on Higher Education for the Rural Institute, 1956, has suggested a few fields for research in social work. The fields for research in rural social work include individuals relation to family, and community; The various institutions are starting research divisions and are sending the research staff for training abroad and to national institutions.

The Rural Institutes have employed qualified staff for social work optional. For instance, the Jamia Millia Institute, has employed three teachers including one field supervisor for social ^{work} course. The Institute has sent a few teachers abroad with the assistance of Ford Foundation and T.C.M. for further training. The pay scales for the teachers differ from Institute to Institute.

Generally, the lectures start with Rs.200/- per month, the Director and the Principal are paid higher while Demonstrators are paid less.

The Shrimali Committee has envisaged that the graduates of the Rural Institutes would provide leadership for the rural people in the task of reconstructing the rural areas. But as the annual reports of the various Institutes show, they do not seem to have been provided with such opportunities. They have not been provided with employment though the National Diploma of Rural Services awarded by the National Council for Rural Higher Education, Government of India, is recognised by the Central Government and by various State Governments as equivalent to first degree. A few of the Institutes have discontinued the Social Work course.

4) Training for Mukhya Sevikas (Women Extension Workers)

A large number of personnel is required to man the intermediate supervisory posts created by the launching of Social Welfare Plans. The existing institutions were insufficient to train a large number of workers in a short time; moreover, the syllabi would have to be revised to train the workers recruited to serve as Women Extension Workers (earlier known as SEO. Women.). So new institutions were opened for this purpose. These training institutions are supervised by the Ministry of Community Development. The Central Social Welfare Board sends its workers to these institutions for training purposes. At present there are 10 such institutions out of which

eight are being run by non-government bodies.

The minimum prescribed educational qualification for the course is B.A. degree. As an adequate number of candidates with this qualification are generally not available, the candidates with Intermediate standard are also recruited. Preference is given to those who have at least three years' experience of village work. Expectant mothers and physically unfit women are not selected.

The age limits for the candidates are 20 to 40 years. Preference is given to those who are between 25 to 35 years of age. The CSWB has laid down that the Mukhya Sevikas should be recruited from among qualified persons in the age-group between 22-35 years.

The selection for admission is made by two Boards. The First Board makes preliminary selection and the second Board conducts final interview. The Second Board is composed of Development Commissioner, Chairman of the State Social Welfare Advisory Board, Director of Education, Principal of Agricultural Extension Training Centre, Director of SEO's Training Centre and Principal of the nearest State Orientation Training Centre.

The duration of the course is $10\frac{1}{2}$ months.

The trainees first undergo an Orientation Course which provides a background and an acquaintance with the rural environment with social problems and development aspects. A total of 180 hours are devoted to the orientation course.

The course for Mukhya Sevika has been devided into 8 'jobs' (i.e. subjects). Each 'job' is taught in three parts (1) theory (2) practical and (3) field work. In the beginning of the course the students do not

undertake field work. But after the first 6 weeks, theory, practical and field work are carried out concurrently so as to provide a proper assimilation of the three aspects. Out of 1269 hours devoted to the 'jobs', 819 hours are spent in practical and field work. The syllabus (see appendix VII) shows that care is taken to equip the Mukhya Sevikas with competent skills to fulfil the duties.

5) Training Courses in Vocational Guidance

During 1959, the Employment Exchanges opened Youth Employment Sections (Y.E.S.) and Employment Counselling (E.C.) Sections. To man these services in-service training courses are being conducted by the Directorate General of Resettlement and Employment of the Ministry of Labour and Employment. The fourth course was conducted from 9th November 1959 to 6th February 1960. The duration of the course is three months.

The objectives of the Courses have been described as 'to provide the officers a general understanding of the basic concepts and techniques in vocational guidance as well as to train them in the skills necessary for undertaking guidance work at Employment Exchanges'.

A.E.O.s and S.R.E.O.s are sent by various states to attend these courses.

The course has been devided into 9 'Areas' (i.e. subjects) which

provide specialized training in the social welfare field of vocational guidance for the youth. The following are the Areas:

Area I	Y.E.S. - E.C. Scheme and Its Operation
II	General Principles and Organization of Vocational Guidance
III	Vocational Psychology
IV	Occupational and Employment Information in Vocational Guidance
V	Appraisal of Vocational Fitness
VI	Technique in Vocational Guidance
VII	Statistics and Measurement
VIII	Human Development and Behaviour (Psychology)
IX	Laboratory and Practical Work

The subjects are taught by the staff of the Directorate General as well as by the outside lecturers particularly from the Central Bureau of Education and Vocational Guidance. The trainees are asked to discuss the contents of lecture delivered in the class. This system is found to help the officers to understand the principles in a better way; to express the difficulties faced by the various officers and to find better solutions for the problems by mutual discussion.

To make the training more useful, stress is laid on practical work. Five types of practical work are carried out by the officers.

- (i) Individual Counselling in Employment Exchange
- (ii) Individual Counselling in a High School
- (iii) Test Administration, Scoring and Statistical Analysis
- (iv) Worker Trait Analysis of Occupations
- (v) Classification of Occupations

The practical work is carried out by the help of case-work wherever it is necessary. The officers are given one assignment concerning a case study or an essay regarding the Occupational Guidance.

The Officers are also required to study in library during the course. The library work is intended to help them to study and examine the theoretical principles underlying their specialized work.

They are also taken around the offices engaged in the field like Central Bureau of Educational and Vocational Guidance and the Psychological Research Wing of the Defence Science Organisation. The observation visits help them to evolve new working methods and improve the existing working system.

At the end of the training, the officers are to take written tests.

The Courses seem to have proved useful and the Directorate General is planning to augment this preliminary training by holding regional seminars, refresher courses and supplementary training.

Training Programme at Higher Secondary LevelINTRODUCTION

At present, there are no regular courses conducted by the Boards or the Universities for imparting training at this level. The Renuka Ray Committee and the Indian Conference of Social Work have put forward some proposals to start training at the School level to provide the Welfare agencies with trained field-workers.

The sub-committee for Training appointed by the Indian Conference of Social Work, 1959, has proposed that the goal of training at Higher Secondary level is to prepare the trainees to take up jobs that do not require the same degree or type of skill and knowledge as in the case of jobs to be held by the graduates of social work.

The Sub-committee has recommended that equal emphasis is to be laid both on theoretical work and field work, but the theory is not to be of abstract nature as the students are not of mature mind. The practical work should be so designed that it is as far as possible similar to the job situation in the field. The Committee has further recommended that the students should not be allotted research projects.

The training programme at higher secondary level is generally imparted to the Gram Sevikas.

2) Training for Gram Sevikas

The Gram Sevikas have a pivotal role to play in rural welfare and particularly in rural social welfare as they are village level workers and they are to live with the people whom they serve. The course for Gram Sevikas is called 'Home Science' Course.

A pamphlet entitled 'Training The Gram Sevika'¹ describes that the aim of the Home Science Course (i.e. Gram Sevika Course) is 'to help us in effecting improvements in all aspects of living within our available resources. It teaches us to live a corporate and comfortable family life without any waste. Food, clothing, housing, health, house-hold management, child development, home beautification, community services, human relationships, spiritual and cultural values of life are the needs of every day living and are dealt with under Home Science'.²

There are various agencies which conduct training for Gram Sevikas. The Directorate of Extension in the Ministry of Food and Agriculture is running 30 Home Science Wings on behalf of the Ministry of Community Development. The Kasturba Gandhi National Memorial Trust and a few other voluntary organisations are conducting training course on behalf of the Central Social Welfare Board. The K.G.N.M.T. is also training the workers for the Directorate of Extension. The institutions are spread all over the country but some are away from rural areas. The Renuka Ray Committee has suggested that in future the institutions

1. Issued by Farm Information Unit, Directorate of Extension, Ministry of Food & Agriculture, New Delhi, December 1959.

2. Ibid. pp. 1.

should be located near the rural areas and especially near the Community Development Blocks so as to facilitate field work. Each institution trains 40 gram sevikas every year. The syllabi for all the institutions is almost identical. The trainees for the C.S.W.B. are taught about the organization of the Board in addition to other subjects. The proposal made by the Renuka Ray Committee to integrate the training programme has generally been accepted. It is learnt that steps are being taken in this direction by the Extension Directorate and the C.S.W.B.

The prescribed minimum educational qualification for admission to the course is matriculation but in various States a sufficient number of candidates with this qualification are not available and, therefore, the minimum qualification requirement have been relaxed to eighth standard. In some States like Bihar and Orissa, candidates with even primary standard of education were admitted and, therefore, some of the training period out of the prescribed training was devoted to educate them to the standard necessary for the training purposes. The C.S.W.B. prescribes middle standard as minimum academic qualification. But the Expert Committee on Training of Project Personnel and the Renuka Ray Committee have recommended matriculation as minimum academic qualification. The C.S.W.B. is giving grants to the agencies conducting condensed courses for women and enabling them to pass various examinations. Some of these women are recruited by the Board for further training of the Gram Sevikas. The trainees are medically examined before the course starts.

The recruits for the post of Gram Sevikas belong to rural areas. The qualifications are further relaxed for the recruits belonging to tribal or backward areas.

The age limits have also created certain difficulties. Many agencies hold the opinion that the Gram Sevikas should be not less than thirty (or even thirty-five) years of age; but to recruit the educated women of this age was not possible. At present the minimum age qualification is 18 years while the maximum is 35 years. The C.S.W.B. recruits women between 20 and 35 years of age.

The duration of the course is one year but the Renuka Ray Committee has recommended an extension of the duration to two years so that adequate time may be allotted both to class room instruction and to supervised field work. The women who are undergoing the training are given stipend. The C.S.W.B. gives a pocket allowance of Rs.5/- p.m. besides free boarding and lodging.

The syllabus (see Appendix VIII) devised for the training is comprehensive and its subject matter is related to the duties to be performed by the Gram Sevikas. About the first syllabus it was doubted by some specialists whether the candidates with the prescribed educational qualifications were able to fully understand the importance and contents of the course. Suggestions have been made to draft a simple syllabus. The Expert Committee on the Training of Project Personnel had commented.

"While the syllabus in out-line may be considered to be suitable, the detailed treatment of the subjects seems often to be beyond the capacity of the trainees to absorb and also beyond the needs of their work in the field.

If, as we have suggested earlier, the educational qualification is lowered, it seems to us that while the manner of teaching will have to be changed so as to make the trainees learn their jobs mainly by doing them, and the standard

expected of the Gram Sevikas cannot be pitched very high, we would suggest that the aim should be to educate them adequately to be good house wives with reasonable interest in community life rather than highly skilled teachers of village women".¹

After the Report was published, the syllabus has been revised in consultation with various agencies and experts; but the contents are almost the same though in details some simplifications have been introduced. The inclusion of 'Office Procedures and Records' in the new syllabus is of great use to the Gram Sevikas. About the courses the Renuka Ray Committee has suggested that

"the various courses taught at the training centres should be directly related to the actual duties and problems that the staff will be called upon to deal with in the fields and greater time should be set apart for courses on child psychology, pre-school education and understanding of the social forces that govern rural life".²

For the Gram Sevikas, the field work is of great importance as they have to serve in the villages. The Renuka Ray Committee has stressed the importance of field work and has suggested that 'the distribution of time between class room instruction and field work experience should be more even'. The present syllabus prescribes 1487 hours for field work out of

1. Report; Ministry of Community Development, Govt. of India; 1958; pp.33-34
2. op.cit. p.263

1932 working hours; the remaining 445 hours are to be devoted to class work.

Besides this work, they have to devote some hours a day to private study, library work, prayers, physical training, games and cooking which are essential for the performance of their duties. To make the field work more useful to the trainees, the training institutions, as suggested by the Renuka Ray Committee, may be entrusted with the responsibility for conducting projects and programmes on experimental basis. As the field work is to be conducted in rural areas, as said above, the training centres should be located in the block headquarters.

The Renuka Ray Committee has also suggested that the trainees, after completion of the course, might be posted to work with an experienced gram sevika for three months. The trainee "Gram Sevikas" may shoulder responsibilities that are almost equivalent to those of working gram sevikas.

Every Home Science Wing (Institution) has a Chief Instructor and three Assistant Instructors. The Chief Instructors are generally graduates and trained in Home Economics or Domestic Science. The Instructors are trained in India by institutions, like the Lady Irwin College. The first two batches received further training in foreign countries. Generally, one instructor teaches one of the three fields, e.g., Education, Home Economics and Social Welfare Work. The Renuka Ray Committee recommended that incentives should be given to attract teachers of the necessary calibre to these training centres in terms of improved salary scales and special allowances, etc.

3) Training for Gram Sevaks (Village Level Workers)

The village level worker has a pivotal role to play in the villages included in the community development blocks. Most of his activities are related to economic development and health care. He is also in charge of the social welfare programmes of the villages under his charge.

The training programmes for the village level workers were started in 1954 by the Indian Council of Agricultural Research. But, now, the Directorate of Extension, Ministry of Food and Agriculture is conducting the courses.

The duration of the course was 6 months in the beginning; but in the light of experience gained during the first two years, the period of training was extended to one year; at present it is a two year course including the practical training time.

There are 93 Extension Training Institutions functioning throughout the country and imparting training to the village level workers.

The minimum qualification for admission to the course is matriculation but in the case of candidates belonging to backward classes and ex-service men, it is relaxable. The age-limit is generally between 18 and 30 years, with relaxation in the case of ex-service men up to 35 years. In some states it is lower; for instance, in Bihar persons of 16 years of age are also recruited. The trainees are medically examined before final selection and are required to be of good health.

As a large number of candidates apply for selection, the preliminary screening is done at the district level. The selected candidates are interviewed

by a Board constituted at state-level. The candidates appear for written tests, endurance tests and *viva-voce*; the Board selects on the basis of an examination of various qualities essential for a village-level worker.

The trainees attend classes, do practicals and undergo field training in all the subjects numbering eleven. Public Health, Social Education and 'General' (including Extension Principles and Programme Planning) are the subjects which have some relation to social work. Much stress is not laid on other subjects related to social work.

Sufficient time is devoted to the field work and the blocks adjacent to the teaching institutions serve as laboratories. Class work, practicals and field work are closely related. Besides the regular training, the trainees undergo $2\frac{1}{2}$ months job training; after 21 months stay at the Training Centre. They work as apprentices during this period.

Conclusion and Suggestions

After Independence, many social work programmes were launched. There are also certain statutes which make the employment of welfare officers obligatory. To meet the newly created demands for social work personnel, many training institutions have been started by voluntary organizations, Universities and Government. Besides regular courses some short-term and emergency courses have also been started. The ad-hoc courses are becoming a regular feature of the training programme.

It may be pointed out that the out turn of students of these institutions does not correspond to the demand in particular fields. Some of the social work programmes are not being started due to lack or paucity of trained social workers; on the other hand, some social workers are unemployed as too many students are accounted in that particular field of specialization.

The heavy work load of theoretical teaching may be noted. If some of the contents of the subjects not closely related to social work are replaced by a decent ratio closely related to social work subjects and practical training, the students might gain better insights for their future work in the field of social welfare.

Though considerable attention is devoted to practical training, it is felt that the weekly hours may be increased if the courses are to be made fully-fledged professional courses.

Attention may be drawn to the lack of training facilities at the under graduate level.

There is a vast field, yet unexplored in the social work research. Institutions, teachers and students can study unexamined problems and the research studies will help the institutions in teaching work and the Government and voluntary agencies in initiating new programmes.

The U.N. Survey has commented:

"At present there appears to be too much dependence on content and methodology developed in other parts of the world, although attempts in the direction of developing local content and materials are not to be minimized. Schools of Social Work are not unaware of their responsibility in regard to volunteer groups, auxiliary workers and members of the related professions whose functions supplement or coincide in certain respects with those of social workers. The strengthening of this role would seem necessary if an integrated programme of training at various levels is to be developed and adequate plans for the supply of trained personnel formulated".¹

As the number of institutions is increasing and some innovations are added in the syllabi or teaching method, the need for proper co-ordination is being felt. A co-ordinating council can meet this demand. The Council can serve as a 'clearing house' of information for institutions of social work education.

1. Training For Social Work, U.N. Second Survey; (1955); pp.34.

SUGGESTIONS

- 1) The new institutions for social work training may be located in those states which do not possess them so that an even territorial distribution might be attained. Care is to be taken in determining their location that, for training purposes, social welfare agencies are available near the institution imparting social work education.
- 2) To lessen the burden of theoretical work, the students may be exempted from the study of those subjects which they have studied at graduate level.
- 3) The institutions in which students are required to study a number of specialized subjects, as in Madras, may switch over to the system in other schools such as Delhi where more intensive specialization in one selected field is followed.
- 4) Subjects like office procedure and office routine may be introduced in order to help the trainees to carry out office work smoothly.
- 5) The graduates who occupy the supervisory positions should be acquainted with the principles of administration and supervision.
- 6) The students may also be taught how to organise relief work, hold camps and calm down the emotions and fears of people during emergencies and catastrophies like political upheavals, floods and earth quakes.
- 7) The contents of subjects related to social service and social welfare programmes which are scattered in different papers like Social Welfare Administration, Social Services etc. may be integrated into one course so that the trainees get a correct picture of the contents of social services in the country.
- 8) Proper relations and mutual understanding should be developed

between the agencies and the institutions. This is conducive for the training of students and the work of agencies. The agencies may provide facilities for the trainees. The institutions may provide short-term and refresher courses for the employees of the agencies. Such courses can bring opportunities for the employees to know about the latest and scientific techniques in welfare administration.

9) The teachers may be provided with such incentives as would keep them at an institution for long time. Such incentives may be by way of improved pay scales, facilities for further studies and occasional transfers to administrative jobs.

10) Some of the teachers who display aptitude for research work may be provided with facilities to conduct research leading to research degrees. Subjects related to Indian conditions and problems requiring immediate attention may be chosen for research work.

11) There is need for making the pay scales of teachers uniform throughout India. The scales may be somewhat higher than the scales of teachers teaching other social science subjects. The University Grants Commission may prescribe new scales comparable to the scales prevailing in technical educational institutions.

12) A Co-ordinating Council may be established to standardize the contents of subjects taught and methods of training and other matters. The need for standardization has become more urgent as new institutions are being established. The Council may also conduct research in methods of teaching and training of social work.

13) If an independent co-ordinating council cannot be established at

present, a separate branch within the University Grants Commission may be formed to perform the functions mentioned above.

14) As the Renuka Ray Committee has stressed, facilities at undergraduate level for training may be expanded to meet the increasing demand of social workers. Some Universities and autonomous institutions engaged in social work education can start undergraduate course without serious difficulties and without much of capital expenditure. Coaching and training should be devised in such a manner that the graduates are able to run social welfare agencies independently and work as supervisors at intermediate levels.

15) There should be a link between the courses at undergraduate level and graduate level so that the graduates may be enabled to pursue post-graduate studies.

After some time when many graduates in social work join post-graduate classes, standards of education at post-graduate level may be raised as many of the students, who have studied social work in B.A. classes, need not be taught elementary principles of social work.

16) The requirements for trained social workers may be planned five years ahead corresponding with each Plan period. The proposed Co-ordination Council may be entrusted with this function. The institutions may be allotted number of **seats** in particular fields. This would avoid unemployment among the social workers.

17) In the Rural Institutes, training and coaching in the specialized fields may be intensified. The contents of syllabi for 'Core' subjects may be reduced and during the time thus saved, more attention can be paid to

-: 58 :-

'Optional' subjects and field work.

In the Rural Institutes Post-graduate courses may be introduced.

A P P E N D I C E S

Training Programmes for Social Work Personnel
in the United Kingdom.*

1) Need and History

The need for scientific training was first felt by Miss Margaret Sewell, Warden of the Women's University Settlement who started classes in social work in 1890. She had recognised the need for specialized training as social services demanded both gifts of 'head as well as of heart'. Many evils of social nature resulted from industrialization and government policies based on individualism. The philanthropists wanted to help the suffering classes and therefore voluntary organisations were established to carry out the social services. To manage the services properly, training programmes for social workers on scientific lines were evolved. The training movement was also started by the voluntary organisations which still play a prominent role in the training fields. It may be pointed out here that the training programmes were instituted because the voluntary organisations felt the need for trained persons, not because there were

* The material is collected from:

1. Training for Social Work - Three International Surveys conducted by the U.N. in the years 1950, 1955 and 1958.
2. (i) Young husband, Eileen. L - Report on the Employment and Training of Social Workers - 1949
(ii) Ibid. Supplementary Report 1951.
3. Younghusband, Eileen L. - Report of the Working Party on Social Workers in the Local Authority Health and Welfare Services, 1959.
4. Macadem, Elizabeth: Social Servant in the Making, 1946.

statutory obligations to employ trained persons. Medical institutions, Home for the Old and Infirm, Poor Houses, Probation Homes, Counselling Agencies and industries were demanding qualified persons in the beginning. When the Government began its welfare programmes, the training movement received a great fillip. Many workers were required to occupy new posts, some programmes for training were started and financed by the Government. The Ministry of Munitions gave a lead in this direction and this was continued by the Home Office.

During the Wars, due to large scale devastations and displacements, many new social problems requiring immediate attention and action, arose. So the need for training was further felt by both government and private agencies. The Beveridge Report led to new programmes on a national minimum basis and the State launched the 'War' against the five giants namely poverty, ignorance, disease, squalor and misery.

As mentioned above, the first training programme was started in 1891; in 1897, the pioneer experiment expanded under joint committee consisting of representatives of the Settlement, the Charity Organisation Society and the National Union of Women Workers. In 1901, this committee was replaced by the London School of Economics and Sociology. In 1904, Universities started social work schools. The University of Liverpool made arrangements with the Victoria Settlement, Liverpool, and established the School of Social Science. This school came under the full control of the University in 1917. In the meanwhile, the Universities of Birmingham, Bristol, Leeds and Manchester and the London School of Economics had established their own institutions. Later on, other universities followed. During the War, short-term courses and part-time courses were conducted.

The formation of the Joint University Council 1917 is a significant development. The object of the Council was "the coordination and development of the work of Social Study departments in the Universities". This council held various conferences to establish contacts between university teachers and those responsible for administration of different kinds of services. In 1935 the Council was expanded to include Public Administration teachers and was renamed Joint University Council for Social Studies and Public Administration.

Many voluntary agencies and Government agencies started specialized courses for the duration of a year to enable the students to occupy specialized jobs in a particular field of social work. At present many such courses are being conducted. Some of them are described below.

The Universities were reluctant to start the social work courses as it was regarded as a 'professional' course which the Universities engaged in academic work should not conduct. The bias was removed later on, but even now some universities do not favour inclusion of practical work in the curricula and provide only theoretical coaching. Various committees and associations have expressed themselves in favour of making practical training an integral part of the course.

ii) University Courses in Social Sciences or Social Study

These courses range from one year specialised post-graduate certificate courses to three year courses leading to an honours degree. There is also a two-year course leading to a degree. It appears that the three year courses will ultimately substitute the one-year and two-year

courses as this substitution would provide more adequate specialized training. One year course may be retained for some time in order to provide training to the experienced workers.

To the existing two year courses and three year courses, the candidates with matriculation or equivalent qualifications are admitted. The social workers with experience in the field may also be admitted.

Generally candidates of 18 or 19 years of age are admitted, but it is felt that older students (21 years) can be trained better as they have a more mature mind, and as they have seen actual work and as they possess self-confidence. Because in other departments, students with lower age are admitted, the social studies department cannot prescribe a higher age.

Various institutions adopt different methods of selection. Candidates may be asked to appear for a written examination; they may be interviewed by an individual or a psychologist or a board.

Divergency prevails about the subjects taught by various institutions. While subjects like Economics, Sociology, Social Administration, Psychology, Social Statistics, and Research Methods are taught by almost all the institutions, the following are the subjects from among which the university institutions offer only some.

Applied Economics,

Central & Local Government,

Dietetics and Nutrition,

Economics,
Education,
Industry and Commerce: Industrial Relations:
Industrial Management;
The Legal System: Administrative Law: Industrial Law:
Social Legislation,
Office Organisation,
Penology: Criminology,
Psychology,
Public Administration: Social Administration,
Public Health: Hygiene: Physiology,
Social Biology,
Social Philosophy: Ethics,
Social & Political Theory: Political Science,
Social Statistics,
Social Structure: Sociology: Contemporary Social Problems,
Social Work - Principles and Methods, and
Statutory and Voluntary Social Services: Social Conditions.

The subjects of academic instruction are based chiefly on the principle of equipping students with a thorough knowledge of social conditions, and of legislation and history related to social welfare field.

It is observed by the International Survey (1955) that "there is still scarcity of local professional literature and case material, but the situation has improved slightly in the last few years and more progress is expected."

In many institutions, the students are to complete satisfactorily their practical work assignments. It is recommended by various committees

appointed to report on the social studies institutions that all the institutions should make practical work an integral part of the curriculum.

Generally, the students spend 14 weeks in two year course in the field.

This period also includes a half day or one day or two days per week during

the terms. Training is conducted by the help of welfare agencies with responsibilities even during the training whom the students are placed. In some agencies the students are given period. The degree of

responsibility given to the students depends on the nature of the work conducted by the agency and the capabilities of the trainees. The Universities prefer the students to be given block placements to enable them

to specialize in one field. The students have also to spend time in

fields other than that of specialization. Proposals are put forward that teaching and training should be corelated during the course. Supervision

is provided by some welfare agencies as they have qualified social workers.

In other cases, the institutions, either wholly or in collaboration with an agency, finance a supervisor for a unit of students. Evaluation work of students is also conducted by the teachers with the help of agencies.

Some members of the teaching staff are full time members, while others are employed on a part-time basis or are practitioners in social work. It is observed that only a few full time teachers are employed. Some department employ only one or two full-time teachers. To improve theoretical as well as practical training, it seems necessary that the number of full time teachers should be increased.

The Joint University Council made a study on the employment of 621 students who completed their courses in the summer of 1952. Of these 297 were reported to be in Social Work jobs at the end of April 1953. Of these 297 who were employed in social work jobs, the further break-up is

as follows:

1.	(i) <u>Without further training</u>	229
	Child Care	42
	Residential Work	35
	Welfare Work in Industry	30
	Mental Health	22
	Medico-Social Work	15
	Miscellaneous (Social Work)	85
2.	(ii) <u>With short-term further training</u>	68
3.	Long term specialized training	112
4.	Other jobs	93
5.	Not in Jobs	65
	Information not available	54

iii) Specialized Courses of Universities and Welfare Agencies

After graduating from Universities, not all students are able and mature enough to occupy positions of responsibilities and carry the work of agency independently. Moreover, certain specialized training required for jobs cannot be arranged as part of regular courses. So some of the Universities and well-established agencies conduct specialized courses. The Home Office is also running one such specialized course.

The duration of such courses vary generally from 3 months to a year. A few courses last for fifteen months or two years.

Some courses are part-time. Postal coaching is also imparted in certain courses. The details about courses are given below.

1. Almoning. The course is conducted by the Institute of Almoners.

Candidates with Social Studies Certificate or Diploma are eligible.

Graduates in social science subjects are also admitted. For selection, interviews are held and the candidates are observed in an Almoners' Department prior to interview.

The duration of the course is 15 months. Out of these 15 months, two months spent at Social Studies course for case work, may be deducted.

The contents of training are: Family case work and Almoners' department work. They have to attend in the beginning a Training School.

Reports on students are considered periodically by a small panel. The students are to work satisfactorily throughout the year to qualify for the Diploma.

2. Child Care (Boarding out) The course is conducted by the Birmingham University. Graduates, Social Science Diploma holders or Health Visitors with experience in child welfare are admitted. The selection is made by a Panel with representatives from Home Office, Central Training Council and University.

The duration of the course is one year.

The contents of theoretical training are:

Psychology, Child Development, Family Relationships, Case-work, Social Administration, Administration of Children's Services, Medical Care of Children and Nutrition and Child Guidance. The practical work is conducted in Children's Homes, Children Departments, Children Welfare Centres, Day Nurseries and Clubs. Some visits and observation tours are also included.

The certificates are awarded on the basis of report on practical work and sessional examinations in different subjects.

Child Care (Boarding out) Courses are also conducted by other University, London School of institutions like Cardiff University College, Leeds/Nottingham University, Economics & Political Science, and Liverpool University. These courses also, in general, follow the system described above with minor variations.

3. Child Care The course is conducted by the London University Institutes of Education and Child Health. The candidates with or with a Degree, or with a Social Science Certificate or with a Teaching Certificate are admitted. The State Registered Nurses and persons with experience of not less than five years in Child Welfare are also eligible. The candidates are selected by interview.

The duration of the course is one year.

The contents of teaching consist of:

Physical Aspects of Child Care; Psychological Aspects of Child Care, Educational Aspects of Child Care, Social Aspects of Child Care and Domestic Aspects of Child Care. The Practical Works consists of one month residential work in Children's Homes or Reception Homes and another month in Children's Home.

There is no final examination but a continuous assessment throughout the course is conducted through examinations, child studies, essays, written reports on practical work and reports of the supervisors.

4. Housing Management. The Course is conducted by the Society of Housing Managers. The candidates are to possess one of the following qualifications

- (a) Degree or Social Science Diploma
- (b) School Certificate with four credits
- (c) No academic qualification, but must be at least 25 years of

The candidates are interviewed for selection by a small committee.

The duration of the course for graduates and holders of Social Science Diploma is 18 months; for other candidates over 20 years, it is 3 years. The Training for Licentiatship is of the duration of 18 months.

The Society conducts three courses namely (i) The Housing Manager's Certificate of the Royal Institution of Chartered Surveyors (ii) The Professional Examination of the Royal Institution of Chartered Surveyors (Urban Sub-Division) and (iii) The B.Sc. (Estate Management) University of London). The subjects are related to House construction, Estate Management, Land Lord - Tenant Relations and other allied subjects. The students are also expected to undergo training in different offices in the field.

To qualify for the award of degree, the students must complete the appropriate training and pass one of the examinations listed above.

5. Moral Welfare. The Course is conducted by Josephine Butler House. The prescribed qualifications for the course is good general education of School Certificate standard. The students are to be 23 years or above of age. The candidates are selected by interview method. There are 1) preliminary interview, 2) week end visit to the House and 3) final interview by a selection committee.

Duration of the course for the persons with a social studies qualifications is three terms; for others, the duration ranges from four terms to 2 years.

The contents of theoretical work are: Theology, Moral Theology, Ethics, Psychology, Legal and Social Aspects of Moral Welfare and Marriage

and the Family. The Practical training includes out-door and indoor moral welfare work, children's work, family case-work and insight into the work of the almoners, probation officers, mental welfare agencies etc.

The certificate is granted on the basis of examination results, House reports and practical work report.

6. Personnel Management. The membership is granted by the Institute of Personnel Management but the course is conducted by other institutions like London School of Economics, Manchester School of Technology, Royal Technical College, Glasgow.

The candidates seeking admission are required to sit for an examination and intelligence test and to appear for interview before a selection Board.

The duration of the course is one year.

The subjects for theoretical work are:

Economics, Economic History, Industrial Relations, Industrial Law, Business Administration, Personnel Management, Psychology and Social Administration. For the practical training, the students devote two periods of one month each in different industrial establishments where there is an experienced personnel officer.

To become members, students are to complete the training successfully. After holding a post as a personnel officer for 6 months, they are eligible for upgrading to a graduate membership.

7. Probation. The course is conducted by the Home Office Probation Advisory and Training Board.

The qualifications are "general suitability for probation work". For selection, at first, the application form is assessed; then an

Inspector conducts individual interview and general test.

The duration of the course for persons with social studies qualification is 6 to 9 months.

Students without social studies qualificaton in the beginning undergo a 12 weeks extra course consisting of Psychiatry, Law, Case Work, Matrimonial Conciliation, Social Administration, Ethics and Social Conditions and Individual Behaviour. All the students are to attend classes on Court Work according to students' individual requirements. They are to stay for sometime in approved schools etc.

The students at the end of the course are to write essays on Probation course and are also to submit reports on practical work.

8. Psychiatric Social Work. The Course is conducted by various institutions like Edinburough University, London School of Economics and Manchester University.

The minimum educational qualifications are 1) a Degree or 2) a Certificate in Social Science. The candidates should also have experience in the field. They should be aged 22 years or above.

The duration of the course is one year.

Though the courses of the three above-mentioned institutions are different in details, the institutions generally teach Psychology, Psychiatry, Physiology, Child Development, Mental Deficiency and Mental Health. The students undergo practical work at various psychiatric clinics and mental hospitals.

The institutions conduct oral and written examinations. Practical work is also evaluated.

9. Youth Employment Service. The course is conducted by Lamorbey Park Adult Education Centre, Sidcup.

The candidates should possess a Degree or Certificate in Social Studies. Qualified teachers and persons with good education of 25 years age or above are also admitted. The candidates are selected by a selection panel.

The duration of the course is one year but persons with Degree or Certificate in Social Studies spend six months.

The subjects in theory teaching are:

Psychology, Industrial and Social History, Public and Social Administration, Social Economics, the Youth Employment Service and the Educational System. They undergo practical training in selected youth employment bureau in Kent and other areas and in certain welfare agencies and factories.

There is no written examination but written work is reviewed by a committee of Assessors who also conduct a 'viva voce' examination.

10. Youth Leadership. The course is conducted by various institutions like Y.M.C.A., Y.W.C.A., National Association of Boy's Clubs, National Association Girls' Clubs and Mixed Clubs, Scottish Leadership Training Association, Westhill Training College, Swansea University College, Nottingham University and Bristol University.

No specific qualifications for admission are laid down; but candidates are to show an aptitude for youth leadership and ability to carry out the duties. Interviews are held to select the candidates.

The duration differs from institution to institution. It depends on the syllabi and nature of coaching and training and qualifications of candidates. Some are residential institutions while other provide

postal coaching. Generally, the duration of a course is between 6 months and 2 years.

The courses provide for both theoretical and practical work. The teaching relates to youth, their psychology, recreation, health, economic and social conditions, morals, civilization and like subjects.

The practical work is conducted at Sunday Schools, Community Centres and Youth Clubs. Outdoor camping and outings are also arranged for practical work.

Some of the courses were started during the War to meet post-war emergencies of social nature.

11. Family Case Work. The Association of Family Case Workers was conducting one such course. But at present it is being conducted by the Universities of Southampton and Birmingham, the London School of Economics and the Tavistock Clinic. The Institute of Almoners, the Central Training Council in Child Care and the Probation Advisory and Training Board nominate students for generic casework course at the London School of Economics. These bodies also recognise those who concentrate on either medical social work, child care or probation in their final fieldwork placement as being qualified in that particular branch of social work as well as in case work as such. The Family Welfare Association is also helping in conducting the course. Manchester and Leeds Universities have also refresher course but no certificate is awarded.

The duration of the course at London School is one year.

The minimum academic qualifications are degree, or diploma or certificate in the social sciences. Those who are to qualify in medical social work, child care or probation must be recommended to the School by the bodies concerned.

The main subjects of study are related to: human growth and development, health and disease, social influences on behaviour and the principles and practice of social case work. For the practical training, the students have two continuous periods of field work in two different settings, and they are to spend three days a week during term time in the 'student units' and two days at the School. The student units are in family case work, child care, medical social work and probation.

12. Overseas Option Courses.

The course is conducted by the University College, Swansea and the London School of Economics. The latter course was earlier known as the 'Colonial Course'.

The duration of the Course at Swansea is one year while the London School conducts two year course.

As the Course is meant for overseas students, primarily, persons who are awarded the United Nations scholarships in social welfare are admitted. Other applicants with 'suitable qualifications' are also considered.

Throughout the training, it is kept in view that the scholars will be able upon their return to make use of what they have learned. The courses are related to subjects concerned with the students' countries and their field of specialization. Some of the subjects taught are: comparative social administration, development of social services, social philosophy and psychology. Illustrations are drawn from British sources.

Institutions for Social Work Education

1. Post Graduate

(A) Two Year Courses

1. The Delhi School of Social Work, Delhi
2. The Faculty of Social Work, M.S. University, Baroda.
3. The Madras School of Social Work, Madras.
4. The Department of Sociology and Social Work, Lucknow University, Lucknow.
5. The Institute of Social Sciences, Agra.
6. The Institute of Social Services, Bombay.
7. The P.S.G. School of Social Work, Coimbatore.
8. The Labour Welfare Institute, Bombay.
9. The Institute Social Sciences, Varanasi.
10. The University of School of Social Sciences, Ahmedabad.
11. The Department of Economics and Sociology, Andhra University, Waltair.
12. The Department of Labour & Social Welfare, Patna University, Patna.
13. The Department of Labour Relations and Social Welfare, Bihar University, Patna.
14. The Xavier Labour Relations Institute, Jamshedpur.
15. The Tata Institute of Social Sciences, Bombay.
16. The Udaipur School of Social Work, Udaipur.
17. The Institute of Social Work, Mangalore.

(B) One Year Courses

1. The Indian Institute of Social Welfare and Business Management, Calcutta.

2. P.S.G. Arts College, Coimbatore.
3. Sacred Heart College, Thevara.
4. Stella Maris College, Mylapore.
5. St. Thresa's College, Ernakulam.
6. Guruvayurappan College, Kozhikode.

2. Graduate Levels

A. Two Year Courses

1. Department of Sociology and Social Work, Lucknow
2. Saugar University.

B. One Year Course.

1. The Indore School of Social Work, Christian College, Indore.

III

SYLLABUS FOR SOCIAL WORK METHODS SUBJECTS

THE DELHI SCHOOL OF SOCIAL WORK
UNIVERSITY OF DELHI

Social Case Work and Social Group Work

Paper V

(i) Social Case Work:

1. History and Development of the Concept of Social Case Work.
2. Principles of Social Case Work.
3. Methods of Social Case Work.
4. Interviewing.
5. Record writing.
6. Use of professional relationship and authority in the various fields of Social Work.
7. Preventive and Curative Aspects of Case Work.
8. Application and Limitation of Case Work Method in the various Fields of Social Work.
9. Supervision in Case Work.
10. Relation of Case Work to Other Methods of Social Work.

(ii) Social Group Work:

1. Role of Social Groups in the Development of Individuals and Communities.
2. The Sociological and Psychological Implications of Group Life.
3. Social Group Work as a Method of Social Work.
4. Programme Contents of Social Group Work.
5. Role of the Leader (indigenous and professional) in the Group Setting.
6. Recording of the Working of Social Groups.
7. Generic Principles of Social Work as Applied to Social Group Work Practice.

8. Use of Social Group Work in Different Fields of Social Work Practice.
9. Social Group Work and Social Action in a Democratic Society.
10. Evaluation and Supervision in Social Group Work.

COMMUNITY ORGANIZATION FOR SOCIAL WELFARE

Paper VI(i)

1. Role of the Community in the Development of Individuals and Groups.
2. The History of Community Organization Movements.
3. The Concept of Community Organization for Social Welfare.
4. The Generic Principles of Social Work as Applied to the Method of Community Organization.
5. Programme-contents of Community Organization including survey, study, planning, group thinking, group action, public education, public relation, publicity and evaluation.
6. Leadership Role in Community Organization.
7. Use of Community Organization in developing different fields of social work practice.
8. Community Organization at Local, State, National and International levels.
9. Special Agencies for Community Organization.
10. Relation between Social Case Work, Social Group Work, Social Administration, Social Research and Community Organization.
11. Community Organization and Social Action.

SOCIAL WELFARE ADMINISTRATION

Paper VI (ii)

1. Development of Social Work in India.
2. Concept of Social Welfare and the Welfare State.
3. Principles of Social Legislation.

4. State and Voluntary Action in Social Welfare and their Co-ordination.
5. Concept and Principles of Social Administration.
6. Administrative Procedure and Office Routine.
7. Supervision and Authority in Administration.
8. Personnel Management with special reference to selection, training and employment practices.
9. Public Relations and Publicity.
10. Financing of Voluntary Agencies with Special reference to the Problem of Raising Funds.
11. Public Financing of Voluntary Agencies with special reference to grant-in-aid of Central Social Welfare Board and the State and Local Departments of Welfare.
12. Administration of Public Welfare Departments - Union, State and Local.

FIELD WORK PROGRAMME OF THE DELHI SCHOOL OF SOCIAL
WORK.

CONCURRENT FIELD WORK: Fifteen hours per week. Two days of the week - Wednesday and Friday are reserved for field work. The field work, however, is planned to suit the needs of the agencies either during evening hours every day or on field work days.

One week of: Field Work Orientation from 23rd to 31st July (Thirty hours)

Sixteen weeks of: First Field Work Term - from 1st August to 15th September, and from 1st October to 10th December (Fifteen Hours per week)

Eleven weeks of: Second Field Work Term - from 16th January to 11th April (Fifteen Hours per week)

Seventeen weeks of: Third Field Work Term - from 23rd July to 15th September, and from 1st October to 14th Dec. (Fifteen Hours per week)

Seven weeks of: Fourth Field Work Term - from 4th January to 28th February. (Fifteen Hours per week)

(Note:- The periods stated above include holidays given according to the University Calendor)

ADDITIONAL FIELD PROGRAMME

Eight days of Rural Camp from 15th to 22nd December (in the first year).

-: 81 :-

Fifteen days of Study Tour from 1st May to 15th May
(in the second year).

Ten Weeks of Block Field Work from 16th May to 31st
July (in the second year).

Each supervisor carries the responsibilities of supervising
twelve to thirteen students working at four to five agencies
on an average, besides regular teaching of academic courses.

FIELD WORK PROGRAMME OF THE TATA INSTITUTE
OF SOCIAL SCIENCES

Ist Term: Begins - End of August
 Ends - End of November
2nd Term: Begins - Beginning of January
 Ends - End of April.

Ist Year

Orientation: First two to three weeks - include observational visits and orientation meetings with the faculties in charge of case work and group work.

Concurrent
Field Work: Rest of the entire year.
On Tuesdays and Fridays 12 to 14 hours basis. Morning placement in case work and evening in group work.
Efforts are made to give progressively complex experience in the use of these two skills during the Ist year.

Block Field Work: Nil

2nd Year

Study Tour: Nil

Supervision: By Agency supervisors and if necessary by Field Work Assistants or Faculty Members Incharge.

Both Group and Individual methods are used.

Orientation: Visits to Social Welfare agencies and orientation meeting with faculty members incharge of respective specialisation.

Concurrent Field Work: The practice differs from specialization to specialization. For Example in Labour, Tribal, Rural Welfare etc., the emphasis is on giving block field work for at least two months every term. In Family and Child Welfare and Medical and Psychiatric Social Work, only concurrent field work on the same basis in the first year, is given in the first term, and in the second term, first two months are given for concurrent field work while the last two months are used for block field work.

Placement is confined to the field of specialization only, and the emphasis varies from specialization to specialization, with regard to use of skills, and learning about the specific setting, administrative process, geared to the field of specialization.

Camps: Nil

Supervisory Practice: Differs from specialization to specialization; in some, supervision is done directly by the Faculty incharge of the Department; in others through Field Work Assistants or agency supervisor. Both individual conference and group discussion methods are used.

RESEARCH PROJECTS CONDUCTED BY SOME SOCIAL WORK INSTITUTIONS *

I Delhi School of Social Work.

1. Some Needs and Problems of Crippled Children - 1950.
2. Welfare Facilities in Delhi - 1954.
3. Delhi Public Library - 1955.
4. The Beggars Problems - 1956-57.
5. Research-cum-Action Project in Envioronmental Sanitation - 1957-58.
6. Sample Survey of the Handicapped in Delhi - 1957-59.

II Institute of Social Sciences - Kashi Vidya Peeth.

1. A Pilot Project on a Study of Voluntary Participation in Social Services in Varanasi City.
2. A Study of Causes of Destitution among Children at Allahabad.
3. A Study of Deaf, Dumb and Mute in Varanasi.

III. Xavier Labour Relations Institute - Jamshedpur.

1. Pattern and Quality of Voluntary Social Services in Jamshedpur.
2. Managerial Mobility.
3. Labour-Management Relations.

IV. P.S.G. School of Social Work - Coimbatore.

1. Problems Facing Working Women in Textile Industry in Coimbatore - 1957.
2. Intensive Study of the Socio-economic conditions of the Hill Tribes in the Nilgiri District.

*Attempts were made to collect from all the Institutions. Information given here is derived from the reports sent to us.

V. Department of Sociology & Social Work- Lucknow.

1. Grants-in-aid for Health, Education and Welfare.
2. The Changing Pattern of Marriage.
3. Needs and Problems of Children of Lucknow.
4. Medical Social Work in Lucknow Hospital.

VI. Bombay Labour Institute.

1. A case study of Labour Management.
2. Relations in the India United Mill No. 1 Bombay.

VII. The Madras School of Social Work.

1. Beggar Problem in Madras City - 1955
2. Juvenile Delinquency - 1957

VIII. The Tata Institute of Social Services.

1. Survey of Shopping Habits & Convention of the Public -1948
2. Survey of Drink Problems in Urban Areas of Bombay State (cities) - 1949.
3. Survey of Personal Care - 1954.
4. UNESCO Farm Forum Fundamental Education Evaluation Survey - 1955,
5. Survey of the Economic Conditions of Domestic Servants in Chorbur - 1957.
6. Some Economic Aspect of Drink Problem in Vidarbha and Marathawada Areas of Bombay State (Towns) - 1958.
7. The Surveys of Mithapur - Implications of Industrialisation and Family Budgets - 1958.
8. A Survey of Probation Services in India for Adult Offenders and Juvenile Delinquents - 1960.
9. Monograph on Denotified Communities (Ex-criminal Tribes) in the State of Bombay - 1960.
10. Preliminary Survey of Tamia Development Project - 1959.

11. Basic Survey of Socio-economic conditions of 1200 Tribal families - 1959.
12. Survey of Living Conditions and Problems of child of the Industrial Worker - 1959.
13. Survey of Living Conditions and Problems of the Tribal Children - 1959.
14. Job Description and Evaluation Work - 1959.

IX. Faculty of Social Work, Baroda.

1. A Study of Social and Economic Conditions of Working Class of Baroda - 1952.
2. A Survey of the Graduates of the Schools of Social Work - 1956.
3. A Study of Problems of Working Mothers in Baroda City - 1957

X. Indian Institute of Social Welfare & Business Management, Calcutta.

1. Impact of Factory Employment on the Life of Workers - 1958.
2. Employment of Women Workers in Jute Industry - 1957.
3. Present & Future Durgapur - A Study of the Planned Industrialisation of Rural Area.
4. Critical Evaluation of the Labour Welfare Programmes and their Impact on the Life of the Labourers of the Coal Mines of West Bengal.

XI. Institute of Social Services, Nirmala Niketan, Bombay.

1. Incidence of Minor Illness in Single and Double Room Tenements in Bombay City - 1958.

XII. Department of Labour and Social Welfare, Patna.

1. Trade Unionism in Bihar.
2. History of Trade Unionism in Indian Railways.
3. The Working of Tripartite Bodies.
4. The Working of the Minimum Wages Act in Bihar.

SYLLABUS FOR MUKHYA SEVIKAS (WOMEN EXTENSION WORKERS)

CONTENTS - ORIENTATION TRAINING.

	<u>No. periods</u>
A. Introduction to Rural Life	41
B. Social Sciences	37
C. Extension & Social Education	32
D. Other Activities	70

It is recommended that the field work to be done in the village may be deleted from Orientation Training Course.

CONTENTS - JOB - TRAINING

<u>Introduction</u>	<u>45</u>
	<u>No. of Hours</u>
Job No. 1	

To promote and develop in village women an urge for better living. Improvement of the home and the community

Theory	75
Practical work	70
Field Work	70

Job No. 2

To organise and promote family and child welfare activities

Theory	60
Practical	75
Field Work	60

Job No. 3

To establish Women's Organizations through cultural and recreational and other programmes.

Theory	75
Practical	60
Field Work	65

Job No. 4

To promote education for girls and improve the standard of living through some economic programme, such as crafts.

Theory	70
Practical	75
Field Work	60

Job No. 5

To help village women to improve agriculture and allied practices.

Theory	50
Practical work	50
Field Work	40

Job No. 6

To prepare and learn the use and maintenance of audio-visual aids.

Theory	45
Practical	45
Field Work	45

Job No. 7

a) To develop minimum programme for women and children and the family and to prepare work plans in co-ordination with village community workers.

b) To establish working relationship with other organisations active in the same field e.g. Sarvodaya, Bharat Sevak Samaj etc.

c) To participate in peoples programmes such as Panchayats, Co-operatives etc.

d) To guide and supervise the women field staff and the women and children's programme.

Theory	50
Practical Work	45
Field Work	35

Job No. 8

A. (a) To evaluate the programme.

(b) To assess the work of other women workers helping with the programme.

(c) To evaluate their own work.

B. To maintain record, registers, accounts etc., and to write reports.

Theory	45
Practical Work	40
Field Work	35

SYLLABUS FOR THE ONE YEAR TRAINING PROGRAMME
IN HOME SCIENCE FOR GRAM
SEVIKAS

1. AGRICULTURE AND ALLIED SUBJECTS

Objectives: To give guidance to farm housewives in their agricultural work.

To effect increased food production in the villages.

To help towards getting balanced diets for all.

2. HEALTH AND SANITATION

Objectives: To be able to practise health habits in personal life and correct those which are defective.

To assist the rural home makers in maintaining good health in their families and in keeping their houses and surroundings clean.

To prevent diseases.

3. MOTHER AND CHILD CARE

Objectives: To take care of the expectant and nursing mothers.

To take care of infants and children.

4. FOOD AND NUTRITION

Objectives: To provide healthy and nutritive diets to the family within the available resources.

To prepare foods in such a way that their nutritive value is conserved.

To preserve foods.

5. HOME MANAGEMENT

Objectives: To maintain a happy, healthy, well organised, beautiful home. To develop ability to use the available resources for getting the maximum satisfaction.

6. CLOTHING

Objectives: To provide suitable clothing for the family within the available resources.

7. CRAFTS

To learn to make articles from locally available and cheap materials for beautifying the home and for supplementing the family income.

8. CO-OPERATION

Objectives: To appreciate the role and the value of co-operatives in the rural life, and in the Five-Year Plans.

9. EXTENSION PHILOSOPHY AND TECHNIQUES

Objectives: To understand the philosophy of the Extension programme, the Community Projects and the National Extension Service.

To study the effective approach and the organisation of group activities.

To encourage women and children to participate in all development activities.

10. OFFICE PROCEDURE AND RECORDS

Objectives: To enable the Gram Sevikas to write reports and to maintain records, accounts, correspondence and diary.

REPORT OF THE STUDY TEAM ON SOCIAL WELFARE AND
WELFARE OF BACKWARD CLASSES.

Vol. 1.

COMMITTEE ON PLAN PROJECTS NEW DELHI
July, 1959.

RECOMMENDATIONS

III - Recruitment and Training of Welfare Personnel

<u>S. No.</u>	<u>Recommendation</u>	<u>Reference</u>	<u>Para No.</u>	<u>Page No.</u>
206	(a) Category (a) positions - 'administrative & senior supervisory' - should be filled by persons with minimum graduate qualifications plus two years of training in social work.			
	(b) Category (b) positions - 'intermediate supervisory' should be filled by persons recruited at the intermediate level with two years of training in social work, or in the alternative, from among graduates with one year of training in social work.			
	(c) Category (c) positions - 'field level workers' - should be drawn from among matriculates with two years of training in social work	15	250	
207	(a) The Advisory Board on Social Welfare should be suitably reorganised and provided with the necessary executive machinery to undertake the following functions:			
	(i) Organisation of system of recognition			

for training institutions in the different fields of welfare;

(ii) approval of the syllabi of these institutions and definition of minimum standards for educational practice;

(iii) development of text books and teaching materials based on Indian conditions; and

(iv) development of field work programmes under the supervision of trained staff as an integral part of the various training programmes

(b) Steps should be taken to relate the admission policy of training institutions with the requirements of welfare personnel to man development programmes; personnel requirements should be estimated on a five years basis and the admission policy should cover not only the total number involved but should also take into account the special welfare fields for which personnel are required.

(c) As most of the existing training institutions are located in the urban areas, new training institutions should, as far as possible, be located in or within easy reach of rural areas so that the training programmes are conducted in a more appropriate setting.....

(d) While all new recruits will be drawn from among trained personnel, orientation courses should be organised for untrained personnel, already in position.....

S.No.	Recommendation	Reference
		Para No. P. No.
208	<p>(a) Undergraduate training programmes should be organised on a two year basis to prepare students for specific careers as mukhya sevikas, superintendents of welfare institutions etc.</p> <p>(b) The undergraduate and graduate training programmes should be linked together so that experienced welfare workers could qualify themselves for higher responsibilities on the completion of suitable training courses.</p>	44 259
209	<p>(a) The duration of the training course for gram sevikas should be extended to a minimum period of two years.....</p> <p>(b) The various courses taught at the training centres should be directly related to the actual duties and problems that the staff will be called upon to deal with in the field, and more time should be set apart for courses on child-psychology, pre-school education and an understanding of the social forces that govern rural life.</p> <p>(c) A distinction should be drawn between domestic crafts and economic crafts and the gram sevikas should be made proficient to teach domestic crafts, as an alternative to providing a separate craft instructor.</p> <p>(d) Training programmes should integrate classroom instruction with a field-work programme supervised by trained staff, this field-work programme should be phased over the two-year training period on the following basis:-</p> <p>(i) a period of field-work in a project centre with limited responsibility given to the trainee for running</p>	

<u>S.No.</u>	<u>Recommendation</u>	<u>Reference</u>
		<u>Para No.</u> <u>Page No.</u>

specific items of the programme over a period of a year as a supplement to classroom instruction; and

(ii) an extended period of field work, say 3 months, during which time the trainee will be posted to work with a gram sevika and will shoulder responsibilities that are almost equivalent to the actual work situation....

(e) In order to further enrich the field-work experience, Government should entrust the training institutions with projects and programmes on an experimental basis. The successful methods evolved in these projects could also be adopted in other projects.....

(f) New training centres should appropriately be located near other training centres at block headquarters.

(g) The two distinct training programmes for gram sevikas conducted at present by Kasturba Gandhi National Memorial Trust and the Home Economics Wing, should be integrated at an early date on the following lines:-

(i) the content of the two standards should be identical;

(ii) minimum training standards should be observed by both programmes in respect of the number of trained teachers, the teacher-pupil ratio, the organisation of field work, the maintenance of libraries and the scientific orientation given to trainees;

(iii) text books should be prepared in the context of field conditions; and

(iv) each training centre should have at least one trained teacher drawn from the field of education, another from home economics and a third from social welfare. The cooperation of visiting lecturers can be secured from the rural extension training centres for the conduct of courses on agriculture and animal husbandry.....

<u>S.No.</u>	<u>Recommendation</u>	<u>Reference</u>
		<u>Para No. Page No.</u>
	(h) Periodic refresher courses should be organised for trained field-staff, who have completed a period on the lines followed by the Home Economics Wing.....	
	(i) For those already serving in the field or in supervisory positions short term in-service training should be provided so as to bring them on par with others who may receive the proposed training....	
	(j) Orientation courses should be provided for all the technical personnel, namely, teachers, engineers, doctors and other health personnel who are required to work among Scheduled Tribes or in Scheduled Areas....	
	(k) With regard to the content of the training programmes for the auxiliary nurse-cum-midwives undertaken by the Ministry of Health, a standard syllabus should be followed which should include a course in family planning	58 262-264
210	(a) A minimum standard should be maintained in the recruitment of teachers for the training centres in terms of training and experience in their particular fields of specialisation e.g. education, home economics and social welfare work...	
	(b) Incentive should be given to attract teachers of the necessary calibre to these training centres in terms of improved salary scales, special allowances and arrangements for deputation from existing departments	
	(c) Orientation programmes should be provided for these teachers in terms of special requirements of a welfare programme....	

<u>S.No.</u>	<u>Recommendation</u>	<u>Reference</u>
		<u>Para No.</u> <u>Page No.</u>
	(d) Refresher courses should be organised at intervals to keep these teachers in touch with changing problems in the welfare field..	59 264
211	(a) The minimum educational qualification of the trainees should be the matriculation standard.... (b) The trainees may preferably be drawn from within the age group 25 - 35 years.... (c) The trainees should be selected from among persons with a rural background..... (d) The trainees, especially those recruited for work in tribal areas, should be assisted during the training period in acquiring proficiency in the local language....	62 265-266

/V.T.Varkey/